

**MISSOURI  
STATE TEACHERS  
ASSOCIATION**

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29<sup>3</sup>

# SCHOOL and COMMUNITY



—Harold M. Lambert



**March, 1943**

**Volume XXIX    Number 3**

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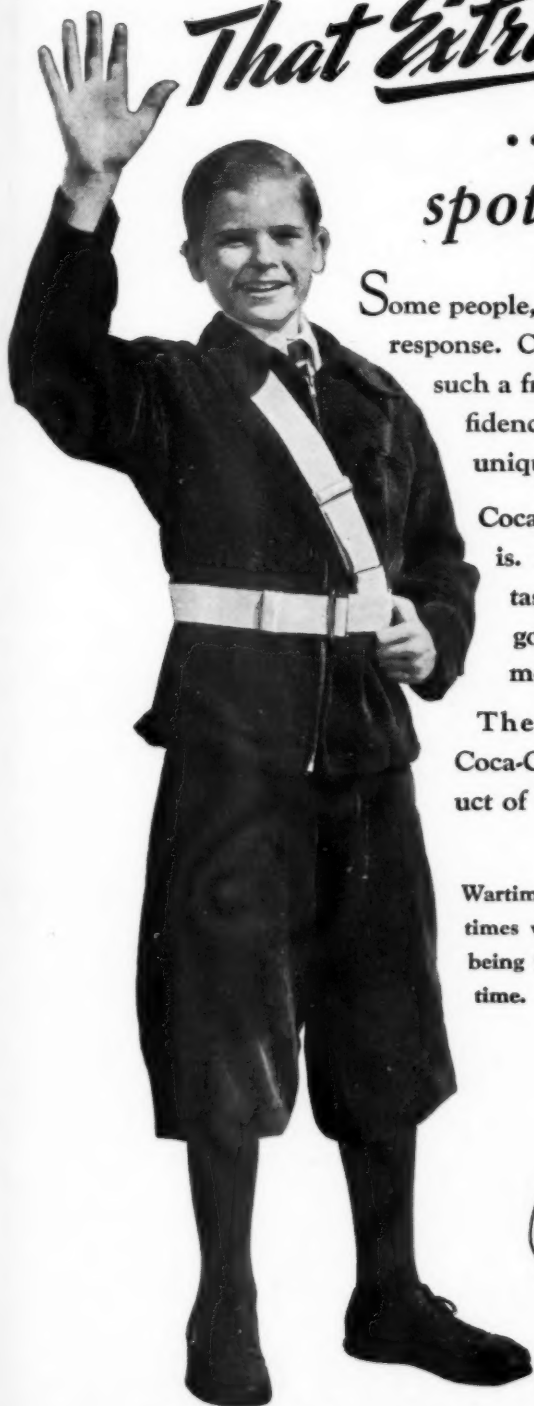
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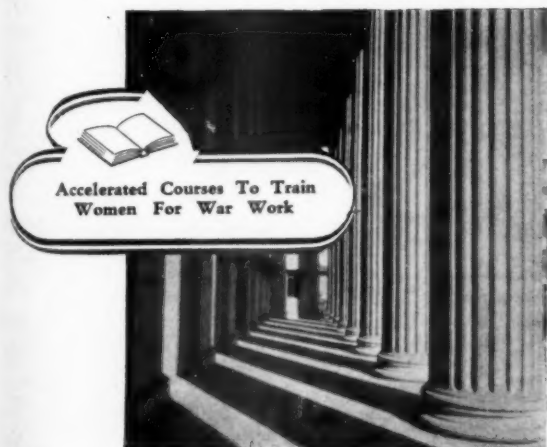
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# SCHOOL and COMMUNITY

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INKS FRANKLIN

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EVERETT KEITH

Executive Secretary

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1943

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## BATTERSEA BRIDGE

By  
Whistler



**B**ATTERSEA BRIDGE" connects that part of London known as Chelsea with the town of Battersea, which lies across the Thames River. The ancient structure, long ago replaced by a modern steel bridge, suited Whistler's poetic fancy and delicate technique. It serves to form a pattern for a painting which is, in reality, a highly satisfactory attempt to picture darkness in color. "Battersea Bridge" is one of a series of paintings produced by Whistler, called "Nocturnes." In this series, he produced, for perhaps the first time, painting of the dusk or night which, instead of being dull or significant, are full of life and meaning.

The painting discussed hangs in the Tate Gallery in London. The beautiful Artext color print reproducing this subject was made directly from the original masterpiece by color photography and thus the substance of the original is brought home to all who make use of the picture selection for 1942-43.

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Columbia, Missouri

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## STUDY OF WARTIME ADJUSTMENTS IN SCHOOL LIBRARIES UNDER WAY

Is the school's student body becoming disproportionately feminine because boys are going into industry and the armed services? Is enrollment dropping? How is the curriculum changing to adjust to special wartime demands? What are all these changes doing to the school library's program? These are the questions that will be answered by the survey of school libraries in wartime now in progress under the auspices of the American Library Association. The survey has been financed by the Carnegie Corporation of New York. It will be carried out by Dr. Helen Butler, who brings to the study experience as a school librarian and as an instructor in school library methods.



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# Legislative Developments

## Appropriation for Public Schools

*House Bill No. 173*, appropriating 30% from the State revenue fund for public schools is still in the House Appropriations Committee. A hearing was held by the Committee on February 23, and numerous influential State-wide organizations appeared before the Committee requesting that 33-1/3% be appropriated.

## Bills Awaiting Governor's Signature

*House Bill No. 56*, granting building aid when rural schools combine.

*House Bill No. 94*, raising the qualifications for the office of county superintendent.

## Status of Bills

*House Bill No. 43*, making State aid for transportation available for all school districts, failed on final passage in the House.

*House Bill No. 54*, providing for teachers and other school employees retirement system in St. Joseph, has passed the House.

*House Bill No. 57*, raising the minimum average daily attendance for a high school teaching unit from five to twelve, is on the Informal Calendar for perfection.

*House Bill No. 63*, providing for a continuing contract for teachers, is on the House Calendar for final passage.

*House Bill No. 116*, referring to the employment of a business manager for certain districts has been amended to apply only to cities having a population of not less than 35,000 nor more than 50,000 inhabitants, and is now in the Senate Education Committee.

*House Bill No. 134*, introduced by Representative Napier of St. Louis City, provides for the appointment of a Director of Special Education by the Superintendent of Public Schools.

*House Bill No. 143*, providing that pupils in certain schools memorize the Salute to the Flag and the music and words to the National Anthem, was killed in the Committee on Education.

*House Bill No. 178*, providing for teachers and other school employees retirement system in Kansas City, is on the House Calendar for perfection.

## New Bills Introduced

*House Bill No. 176*, introduced by Representative Keating and others from Jack-

son County, relates to the taxation of certain public utility and common carrier companies. It changes the method of calculating their tax rate for school purposes. The effect would be to increase taxes paid.

*House Bill No. 179*, introduced by Representative Keating and others from Jackson County, relates to the taxation of street car companies. It changes the method of calculating their tax rate for school purposes. The effect would be to increase taxes paid.

*House Bill No. 183*, introduced by Representative Munger of Stoddard County, is a second attempt by him to reduce county superintendents' salaries.

*House Bill No. 206*, introduced by Representative Whinrey of Lawrence County, and others, is an attempt to make needed changes in the handling of the different school funds of the local school district.

*House Bill No. 212*, introduced by Representative Keating of Jackson County, would repeal the income tax law. Next to the sales tax, the income tax is the largest producer of State revenue.

*House Bill No. 234*, introduced by Representative Armstrong of Greene County and Hamlin of Marion County, provides for an audit at least once every two years of every public school district by the State Auditor. The cost of audits would be paid by the various school districts audited.

*House Bill No. 238*, introduced by Representative Tindel of Texas County and Hickman of Phelps County, authorizes the State Superintendent to set standards for rural schools. The bill was carried in full in the January issue of School and Community.

*House Bill No. 250*, authorizes the creation of an Educational Survey Commission to study the problems of education in Missouri and to make such recommendations as the facts may warrant.

*House Bill No. 302*, introduced by Representatives Crain and Mittendorf of St. Louis County, is an enabling act in accordance with the Constitutional Amendment adopted last November, making it possible for St. Louis County to vote an additional dollar for school purposes.

(Continued on Page 141)

# The Elementary School of the Future

**T**HE ELEMENTARY SCHOOL of the future will keep pace along with the changing concepts of public education. It will share in the program of re-adjustment to a new order of democratic and economic living. And predictions of the specific changes to take place will be highly speculative. Such changes, however, will be reflected in part no doubt along the following lines:

## Objectives

The elementary school of the future will show a greater appreciation and a more careful development of the individual child. The recognition of individual differences will bring about a more consistent plan for guiding each boy and each girl toward his or her highest social and economic attainments. The new spirit of vocational efficiency will reflect itself in the giving of greater teaching emphasis to the basic learning skills and in the searching out and developing of specific aptitudes and individual interests. The ideals of health will be taught and practiced with a greater appreciation of their personal and social value.

## Organization

The future elementary school will tend to give greater recognition to the value of early childhood development. The kindergarten with a more carefully planned program of guidance and training will become an essential part of the elementary school organization. The merits of the junior high school will be more fully realized, and the responsibility of the elementary school will extend only through the traditional six years. The hard and fast grade classifications will become more flexible, and children will be placed and shifted with greater freedom into convenient and homogeneous working and teaching groups. Less emphasis will be placed upon theoretical and fixed standards for determining so-called "failures."

## Curriculum

The curriculum will reflect an enriched program for boys and girls. A greater variety of activities and learning situations will be provided. The traditional sub-

By DR. C. H. ALLEN, *Director*  
*Greenwood Laboratory School*  
*Northeast Missouri State Teachers*  
*College*

jects, as such, will be less emphasized, and a program of integrated experiences will be developed. The tool subjects will become more functional and visual and auditory aids in teaching will be utilized more effectively. Children will be stimulated to do more purposeful learning, and their skills and interests in reading will be greatly improved.

## Teaching Personnel

With the changing elementary school will come greater emphasis upon the selection of the teaching personnel. Boys and girls in the elementary school need the best teachers that training and experience can provide. Academic preparation, while highly important, is only one measure of fitness. Teachers for growing boys and girls should be growing teachers. They should love children and should understand the psychology of childhood. They should be able to create a love for learning and to inspire in youth the highest and noblest ideals of living.

The elementary school of the future will bid for the best teachers available. This will be made possible through an increase of the elementary salary scale comparable to that of high school and college levels. Also, more men will be attracted into teaching and administrative positions on the elementary school level.

## An Evaluation

The most vital years of the child's educational training are spent in the elementary school. A poor start can never be fully overcome. A good beginning in acquiring the right kind of habits, attitudes, knowledge, and skills will make amends for much inferior instruction which may follow. May we look forward to the time when the elementary school can be made to render its greatest possible service in our educational system.

# Freezing Teacher Employment— What is the Situation?

**T**WO ANGLES on the manpower problem are of special concern to teachers at this time:

*To what extent are men teachers to be taken by the Selective Service?* About the only information available in answer to this question is Occupational Bulletin No. 23 issued by the Selective Service. This bulletin (issued September 30; amended December 14, 1942, and published following this article) and subsequent releases certified educational services "as essential to the war effort." If local draft boards followed these releases, then any man teacher with dependents now classified as III-A would be reclassified as III-B. In the past few days statements made in the press indicate the so-called "nondeferable" occupations; teaching has not been included in this category.

*To what extent are teachers to be "frozen" in their present school positions?* Reports have reached the Association that attempts were being made to forbid teachers now under contract to shift from one school system to another or to accept employment in nonteaching occupations. Also there is a rumor that teachers must obtain new teaching positions through the U. S. Employment Service. Apparently the following facts are clear:

(a) The national office of the War Manpower Commission has not issued any nationwide rules (1) requiring teachers to obtain all new teaching positions through the U. S. Employment Service, or (2) requiring teachers to stay for the duration in their present teaching positions.

(b) Regional War Manpower Offices can issue "work stabilization" orders, as has been done for the Detroit and Minneapolis areas. These stabilization orders do not "freeze" present employment but they do require an "essential" employee to obtain a release from his present employer or the U. S. Employment Service before he can be employed by a new employer. An "essential" worker is, in general, one who

is engaged in "activities required for the war effort, and any activity required for the maintenance of the national safety, health, or interest." In practice, the manpower agencies in the Minneapolis and Detroit areas have expected teachers seeking new employment to obtain releases from their respective schoolboards as long as they are under contract.

There has been considerable discussion among teachers with respect to the foregoing questions. School authorities have repeatedly warned the public of the dangers of taking men teachers in such numbers and at such a rapid rate as to cause a breakdown in school services. The experience in England, where extensive drafting of men teachers led to school administrative problems and increased juvenile delinquency, has been cited as objective proof of the possible dangers. Also the acuteness of the teacher shortage problem has led many to urge that men teachers should be deferred from military services. Appreciation of these problems led to the publication of Selective Service Bulletin No. 23. Reports from the field indicate that practices among local selective service boards in observing Bulletin No. 23 have varied widely.

With respect to the "work stabilization" plans, several comments and questions may be raised:

*Do teachers want to be considered as "essential" workers?* If so, then it would seem to be logical for the work stabilization regulations to apply to them as well as to other "essential" workers. If teachers do not want to be classified as "essential" workers for work stabilization programs, how can they consistently maintain that they are "essential" workers with respect to the Selective Service?

*Is it possible to require boards of education to observe the regional work stabilization orders issued by regional manpower agencies?* Boards of education are state agencies and, in the case of salary stabiliza-

tion policies, the federal government has said it will not use legal means to compel adherence to federal policies. It is not clear that the War Manpower Commission can control a teacher who wishes to resign from one school system in order to go to another school system. It is clear that such an individual could not obtain employment with a private corporation within the area under the work stabilization plan unless he had resigned with the approval of his board of education. It is also clear that an individual now working in an "essential" occupation could not resign to take a teaching position without a release by his employer or the U. S. Employment Service.

The upshot of all of this is that, in areas and regions where work stabilization plans have been issued, the mobility of teachers now under contract has been restricted—chiefly through restrictions placed upon private employment. As far as these orders reduce the influx of teachers into war industry, it is a good thing for schools and children since most school systems are having difficulty maintaining adequate staffs. As far as these restrictions encourage schoolboards to avoid paying adequate salaries or to refrain from making deserved promotions, then the work stabilizing orders will be destructive to teacher morale and to efficient administration.

The point of view of Washington officials with respect to controlling the employment of teachers has been set forth by Glenn E. Brockway, assistant director, Bureau of Placement, War Manpower

Commission, in a letter to the NEA Research Division:

"The policy of the War Manpower Commission for implementing the Executive Order provides that the coverage of employment stabilization programs shall exclude employment by State Governments, and local sub-divisions thereof. From this you will see that the employment of teachers through the United States Employment Service is not intended.

"Stabilization programs are promulgated primarily to meet the needs of industries engaged in war production, and to make the most effective use of available manpower in the prosecution of our war program. On this basis, there would be no plan for the control of teacher employment.

"In areas where shortages of teachers occur, school boards or authorities wishing to employ teachers can utilize the facilities of the United States Employment Service. Through local employment office operations, particularly its clearance system, the United States Employment Service can meet a need for teachers in one area by acquainting available teachers in another area of this need, and assisting them in making necessary arrangements for employment."

It should be noted that definite inconsistencies exist between this statement of Washington policy and the work stabilization programs now apparently in operation in the Detroit and Minneapolis areas. To what extent should educators seek to reconcile these differences?

—Compiled by Research Division, NEA.

## Selective Service Occupational Bulletin No. 23

### CRITICAL OCCUPATIONS\*

#### Educational Services

#### 1. ELEMENTARY, SECONDARY AND PREPARATORY SCHOOLS

- (a) Superintendents of elementary, secondary and preparatory school

\*A "critical occupation" in any activity essential to the war effort is one which must be filled by a man with the required degree of training, qualification, or skill for the proper performance of the duties involved. Occupations in order to be considered "critical occupations" must be such that unless they are filled by men with the required degree of training, qualification, or skill, there will be serious loss in the effectiveness of the activity.

systems; and

- (b) teachers who are engaged in full-time instruction in one or more of the following subjects:

Aeronautics  
Biology  
Chemistry  
Mathematics

Physics  
Radio  
Vocational  
Agriculture

#### 2. JUNIOR COLLEGES, COLLEGES, UNIVERSITIES AND PROFESSIONAL SCHOOLS, EDUCATIONAL AND SCIENTIFIC RESEARCH AGENCIES

- (a) Presidents, Deans, and Registrars in junior colleges, colleges, universities and professional schools;
- (b) professors and instructors engaged in full-time instruction and research in one or more of the following subjects; and
- (c) graduate assistants engaged in part-time classroom or laboratory instruction in one or more of the following subjects for not less than 12 hours per week or scientific research certified as related to the war effort:

Agricultural  
Sciences  
Architecture,  
Naval  
Astronomy  
Bacteriology  
Biology  
Chemistry  
Dentistry  
Engineering  
Sciences  
Geology  
Industrial  
Management

Mathematics  
Medicine and  
Surgery  
Metallurgy  
Meteorology  
Navigation, Aerial  
and Marine  
Oceanography  
Pharmacy  
Physics  
Physiology  
Veterinary  
Sciences

### 3. PUBLIC AND PRIVATE INDUSTRIAL VOCATIONAL TRAINING

- (a) Superintendents of public and private industrial vocational training; and
- (b) teachers who are engaged in full-time instruction in one or more of the following subjects designated to prepare students for war activities:

Trade, Vocational and Agricultural subjects (such as, Machine Shop practice, Aircraft, Sheet-metal Works, and similar subjects) and in Vocational Rehabilitation.

### 4. PRODUCTION OF TECHNICAL AND VOCATIONAL TRAINING FILMS

- (a) Persons engaged full-time and exclusively in the production of technical and vocational training films for the Army, Navy and war production industries:

Animator  
Cameraman  
Cutter  
Film Editor

Project Supervisor  
Technical  
Consultant  
Technical Writer  
Sound Engineer

## Constitutional Revision Committee Appointed

A Constitutional Revision Committee of ten members has been appointed by the Missouri State Teachers Association. The membership of the committee is as follows: Willard E. Goslin, Webster Groves, Chairman; Herold C. Hunt, Kansas City; Philip J. Hickey, St. Louis; Aubrey Powers, Hillsboro; W. W. Parker, Cape Girardeau; John Rufi, Columbia; Roy Scantlin, Jefferson City; C. W. Parker, Ava; Davis H. Acuff, Clarence; and F. L. Skaith, Gower.

The functions of the Committee as presented to and approved by the Executive Committee are as follows:

1. The identification of the Committee in the minds of the educational interests of the State as their Committee to furnish guidance and leadership with respect to education.
2. The evolution of specific proposals that should be called to the attention of

the membership of the Convention—these proposals to be evolved through research and study by the Committee itself, and by a consideration of the suggestions that may come and should be sought from all corners and levels of interest in the State.

3. The promotional function looking toward the proper presentation of our desirable proposals to the proper committees and membership of the Convention.

4. To be on the look-out for both wise and unwise proposals, either directly in the field of education or in the other fields which may affect it.

5. The promotion of any proposals that may come out of the Convention and be carried to the voters of the State. This would imply the opposition of any proposals that the educational interests feel unwise to be adopted.



## School-Directed Victory Gardens

### New Goals and Emphases

**T**HE ACHIEVEMENT of the goals outlined below is so vital to the Nation's war effort that schools everywhere should study them carefully. By making immediate and practical plans to do their share the schools of America can contribute much. Not only can they organize garden projects among their pupils but they can give leadership to garden and food conservation campaigns on a community basis. School officials need to keep on the job during the summer months teachers capable of guiding such production and conservation projects, and to make available the school-rooms and equipment suitable and needed for accomplishing the desired results. On all fronts the American people are accomplishing the impossible. The United States Department of Agriculture has announced the following goals and emphases for the 1943 Victory Garden Campaign:

1. The Victory Garden Campaign for 1942 urged principally that every possible farm home plant a garden; the 1943 campaign aims at further increases in the number of farm gardens and also urges that all town and suburban homes having suitable space plant gardens both for home and community use. Turning vacant areas around war industries to garden projects, too, is encouraged.

2. For 1942 the numerical goal was set at a total of 15 million gardens—5 million on the farms and 10 million in towns, suburbs, and cities; for 1943 the sights have been raised to 6 million farm gardens and 12 million gardens in nonfarm communities.

3. The 1943 campaign calls for larger gardens, especially in the rural communities, to increase the quantity of garden produce and to make more horse cultivation possible.

4. In order to have larger garden plots

than the home garden can provide, many victory gardeners in 1943 are urged to seek garden space in community or allotment gardens accessible by bus, streetcar, or bicycle where on plots of at least 30 by 50 feet they can efficiently grow the needed vegetables.

5. The 1943 campaign urges that "not a bit of garden produce be allowed to go to waste." It urges that all community agencies concerned join in community canning bees or organize community canning centers to the end that all vegetable and fruit surpluses from home gardens, from commercial gardens, from stores and markets, or whatever the source, be canned or otherwise preserved for home, school lunch, or welfare purposes. The schools could make important contributions to this objective. They could employ during the summer months a teacher trained in gardening and in food-conservation methods.

6. The 1943 campaign suggests that every effort be made to have more than a spring and early summer garden. Frequent plantings will not only lengthen the season for fresh vegetables but on a fertile plot of ground successive plantings can double production and at the same time spread the work involved in garden production.

### REASONS FOR PROMOTING VICTORY GARDENING

1. Secretary Wickard has set the 1943 goal for the number of victory gardens at 18 million—only if everyone having a suitable plot of ground will plant a garden can this goal be achieved.

2. Food shortages are already great—there is grave danger that they will soon be critical. The truth of the assertion that "Food will win the war and write the Peace" is daily becoming more apparent.

3. Gardens offer the best known solution to the food shortage problem because vegetable foods can be most quickly produced in large quantities.

4. Gardens can spread the task of increasing food production to the largest number of potential producers—children, especially from grade 5 upward, can under guidance effectively grow and conserve a large variety of garden products.

5. Gardens can utilize for food production the small obscure but fertile plots of ground which would otherwise lie idle—

where suitable home or school grounds are not available it may be advisable to divide into individual or family gardens selected vacant lots, highly productive park areas, and similar types of unused grounds.

6. Gardens can produce foods to be consumed fresh or preserved for home or school use, thus reducing the necessity of commercial canning, transportation, and similar problems involving critical war needs.

7. Gardens can transform the leisure time of millions of men and women, boys and girls, into essential food products and at the same time provide wholesome, recreational activities.

8. Through successive planting, gardens can provide a continuous supply of fresh, protective, health-giving foods so necessary to the physical well-being for the successful prosecution of the war.

9. Gardens planted and cultivated on school grounds or on community grounds under the leadership of the school and rows planted in home gardens by the pupils for school use can provide many of the supplies needed for a successful, self-sufficient school lunch program.

10. Garden and food conservation activities offer unsurpassed opportunities for teaching lessons in nature study, health education, home economics, elementary agriculture and many other fields.

—*Education For Victory*, February, 1943.

### TEACHERS' POETRY CONTEST

Prizes totalling \$200 in cash and books are offered for the best poetry submitted by school teachers in competition for the third edition of **Wings Over the Classroom**, the editors of Harbinger House, New York publishing firm, announce.

A first prize of \$25 in cash is offered. Other cash prizes of \$15 and \$10 will also be awarded. Seventy-five honorable mention awards of books, with a list price of \$1.50, will also be made. **Wings Over the Classroom** is an anthology of poetry published annually.

Any school teacher in the United States or Canada may enter. Poems may be on any subject or in any form, but individual poems should not exceed 60 lines in length. Each contestant may send an unlimited number of entries.

Poems should be submitted by April 15, 1943, and should be addressed to the Editors, **Wings Over the Classroom**, Harbinger House, 381 Fourth Avenue, New York, N. Y. All entries must be accompanied by return postage. Teachers may send for a folder giving complete information and rules.

# Reporting Pupil Growth

THE ARTICLE *Effective Method of Reporting* in the January, 1943, issue of *School and Community* was read with great interest by the faculty of Jennings Junior High School. Through a series of meetings in the Fall of 1941, our faculty investigated the success of the hallowed report card as a conveyor of information about the student to his parents. We decided that the letter grade method had proved itself both inadequate and misleading.

Among other defects, the letter grade was charged with the following inherent weaknesses:

1. It is based on so-called achievement, not pupil growth

2. This achievement is measured with reference to alleged standards—standards that vary greatly within and between schools; standards that should vary from student to student, but if so reported, have no valid interpretation

3. Although supposed to measure academic achievement, the letter grade is a hodge-podge of teacher opinion of pupil conduct: his submissiveness, etc.

Progress Chart of \_\_\_\_\_  
in the MATHEMATICS CLASS, Grade \_\_\_\_\_, for the Ten Weeks  
Ending \_\_\_\_\_

Directions: Mark a "x" in the column which describes the progress toward each of the goals.

Goals	Is making note-worthy improvement	Is making desirable improvement	Is not making satisfactory improvement
1. Skill and accuracy in the fundamental operations of mathematics (addition, subtraction, multiplication, and division)			
2. Skill in problem-solving (reading, interpreting, and solving problems)			
3. Skill in methods of efficient study of mathematics			
4. Skill in methods of presenting mathematical information (arranging and labelling procedure in a clear and easily understood form)			
5. Cooperation with the group in class activity			
6. Understanding of the importance of mathematics in social and economic life			

\_\_\_\_\_  
Instructor

By M. A. MARKERT

Principal

Jennings Junior High School

4. Although the mark is a hodge-podge, it is, paradoxically, a report of only one aspect of the student: his ability and willingness to master bits of information, neglecting entirely those skills and attitudes that are the core of formal education.

The plan of reporting finally adopted was a system of progress charts. The major goals of each subject are listed as separate items. The teacher indicates the growth made by the pupil toward the realization of each goal. The accompanying progress chart is the one used by mathematics teachers.

## Many Problems Have Arisen

Many parents wish to see whether Johnny has a "grade" better than Mary. Does he make A's as Mother did? (Or is he as dumb as his Father?) The obvious solution is parent education about the school and its problems. Parent Conferences, the P. T. A., and newsletters explaining the reports can orient the parents.

How do we indicate that a student is failing? Here the answer depends upon an analysis of the cause of failure. Can we logically retard a student who fails to participate successfully because of the inherent defects of the school experiences? We have found that marking a student in reference to him alone, not only reduces failure, but necessitates planning school experiences in the light of each individual pupil. Furthermore, the decision in junior high school to retard a student in a subject should not rest solely in the hands of one teacher. All sources of information about the student must be utilized: the opinions of his adviser and other teachers who know and possibly understand his needs and desires, his previous record as indicated in the permanent records, personality inventories, and reports of parent conferences. Careful judgment is necessary to decide whether the failure is the fault

of the school or child and to determine whether repeating a subject or subjects will do more harm than good.

Doesn't this report consume valuable teacher's time? Yes, but our faculty decided that the benefits far outweigh such a defect. If we wish to conserve teacher's time there are better places to reduce clerical tasks than in the method of reports to parents.

Won't teacher's marks be stereotyped? They could be, but they haven't been as stereotyped as letter grades.

How can counseling be carried on? How can one know if the student is doing superior or inferior work? The answer is twofold: (a) re-examine the premise underlying the marking system and remember that the report—as counseling should be—is based on the individual; (b) if counseling demands some recognition of "standard" achievement, the solution is to have

counselors know those students whom they advise.

Can the items be measured? If not, let's develop such instruments and techniques. It is significant that under this progress chart system, teachers have an incentive to plan activities both to develop and to evaluate activities on the specific items.

We believe that the progress chart has proved its worth. It reports growth in reference to the individual's maturity and mental ability and not to some pseudo-standards. It reports progress toward the significant purposes of schooling. Furthermore, teachers take a more personal interest in the student. A typical comment from a teacher on these reports to the parents illustrates the truth of this conclusion: "Mary lacks self-confidence. It might help if you could praise her at home and encourage her to assume responsibility around the house."

## Fine Arts—An Essential In A Wartime Curriculum

By MRS. ALVA ELLIS  
*Fine Arts Supervisor*  
Barton County

A FEW YEARS AGO people were of the opinion that fine arts was a time filler, a frill in the educational setup, something you could sacrifice in a pinch. Today it has been proven a dominant vital force in the spiritual development of a human being. In this all-out war program we need the arts as a stabilizer, as a means of expressing our emotions. To know the joy of creation whether it be a piece of soap carving or the singing of a patriotic song with the enthusiasm of a true patriot.

What better training for living in a democracy could our boys and girls have than in a Fine Arts program? Cooperation, emotional experiences of folk songs and dances, originality in art and expression, responsibility and problem solving—are practiced constantly.

Fine Arts cooperates with the curriculum in many ways. The history lesson used as an art project becomes more vital and interesting. The student sees the event more vividly and in greater detail. For example in our study of "Latin America," a mural showing a fiesta with street scenes,

costumes, song and dance was made as a cooperative classroom project. Flags of the Latin American countries who are our Allies were made. Songs as "La Cucaracha," "Estrellita," "La Golindrina," were sung and rhythms were played on the tambourines.

The students enjoy their fine arts period and what is more desirable than a happy student at work? An activity which we have recently experienced was making a design to music. After having previously heard the selection, they drew while listening to the music. They found that the music helped them to create with more freedom and speed and that drawing helped them to concentrate on the music with more intensity. The results showed rhythm, movement, color, imagery, and a poetic feeling. The interest with which the students work make it a joy to teach.

# Education and Culture in Switzerland

By J. ROBERT DENBY

**I**N A WAR TORN WORLD, Switzerland still clings bravely to most of her cultural activities. That does not mean the Swiss have not felt the war. They have, bitterly. But while they struggle to survive the present holocaust, they look also to the future and the post-war era of reconstruction. When that time comes, Switzerland's educational and cultural work, both past and present, will have its effect in the rebuilding of a shattered Europe. At the very least, this tiny alpine nation will continue to prove that different "races" can live and work together, peacefully and for the common good. That, in itself, is a major contribution.

Switzerland's cultural life centers in her seven universities, the Federal Institute of Technology and two colleges of Commer-

cial Science. Ten institutions of higher learning are a considerable number when you consider that Switzerland has only  $4\frac{1}{4}$  million people. Until 1939, an average of 2,000 foreigners studied at Swiss universities, but of course this number has dwindled to just a few. Nevertheless, work goes on. The University of Fribourg recently completed new buildings. And the country's first institution, the University of Basle, founded in 1460, also greatly expanded its facilities and opened new colleges. In Switzerland's schools, still true to the tradition of such native-born educators as Rousseau and Pestalozzi, the light of free thought and tolerance shines bright-



The main building of the University of Lausanne, Switzerland.

ly in a blacked-out continent.

Illiteracy is unknown in Switzerland. An important contributing factor was the establishment, at an earlier date than any other European country, of free primary schooling. All school materials are paid for by the state. Yet at the same time the government gives private schools great freedom of action. Physical culture and sports hold an important place in school curriculums. For the aim of Swiss educators is not only to inculcate academic knowledge, but also to build character and well-rounded personalities.

While Switzerland's educational contributions are world recognized, not so much is known about her background and participation in other cultural pursuits. Yet in the arts, Switzerland's role has been by no means small. The Romanesque, Gothic, Renaissance and Rococco periods each left masterpieces of architecture we can still admire today: St. Peter's Cathedral in Geneva, with its altar painting by Conrad Witz, which in 1444 marked a new era in European painting; the Cathedral of Lausanne with its famous Porch of the Apostles; San Lorenzo at Lugano; the monasteries of Einsiedeln and St. Gall; the cathedrals of Basle, Berne, Soleure, Fribourg and Zurich.

#### Medieval Landmarks Still Intact

Among the most charming evidence of Switzerland's Middle Age culture are the innumerable medieval towns and the medieval landmarks, still intact, in such cities as Berne, Zurich, Thun and Basle. Cobble-stone alleys and arcaded streets, dotted with ornamental fountains, are lined with picturesque old houses and gaily decorated Guild-halls. Sometimes, outside the town, walls with massive wrought-iron gates and fortresses still stand sentinel, as sturdy and formidable in appearance as they were hundreds of years ago. Such are the "Munot" at Schaffhausen, the four-spired Castle of Thun, and the famous Castle of Chillon, whose grim walls rise from the placid blue waters of lake Geneva.

In the 16th century Switzerland produced several master painters, among them Nicolas Manuel, Hans Leu, Urs Graf and Hans Holbein, who lived and worked in Basle for many years, where the best collection of his pictures may be seen. Swiss musicians were also active. The pianist



Medieval art and architecture are glorified on the historic Weinmarkt Square at Lucerne, Switzerland.

Hans Fries was widely admired. Senfl was a perennial favorite who lived at Emperor Maximilian's court. And in northern Europe, Glarean was considered the foremost musician of the times.

Succeeding years brought fame and immortality to many other Swiss artists. There was Fussli, with his all-embracing classical knowledge, who acquired great renown in England. Buchser, Bodmer, Boecklin, Robert and Charles Gleyre—all were active in the 19th century. Calame and Diday were romanticists whose pictures were particularly admired in Russia. Following all these came Switzerland's most famous modern artist, Ferdinand Hodler. His strongly individualistic paintings and drawings are truly Swiss in feeling, and vary from the vigorous and often sentimental treatment of northern nations to a clear-cut Latin style. Hodler's best known work, "The Retreat from the Battle of Marignan," is in the Swiss National Museum in Zurich.

#### Swiss Leaders in Literature

The last century also produced four giants in Swiss literature: Jeremias Gotthelf, often called the "peasant's Homer,"

Gottfried Keller, who wrote magnificently of Swiss peasant life, Conrad Meyer, poet and short story writer, and Carl Spitteler, one of the greatest prose writers and poets of his day.

Switzerland can well be proud, also, of her contemporary artists in music, painting and architecture. Best known are Corbusier, the pioneer in modern functional architecture; C. F. Ramuz, who is today one of the great authors in the French language; and Arthur Honegger, composer of "King David," "Jeanne d'Arc" and such colorful impressionistic pieces as "Union Pacific," which is a tonal portrait of a locomotive.

The Swiss are both music-lovers and theatre-goers. The larger cities consistently see productions of the best foreign plays.

But national theatre production is also strongly supported. Swiss plays and traditional dramas are presented regularly in Central Switzerland, at Interlaken and Einsiedeln. One of the best known national theatres is the "Theatre of the Jorat," in Canton Vaud, where Rene Morax began his march to international fame as a dramatist.

Switzerland has received much from the culture of other nations, and she has also given generously. But her greatest role is in the humanities—in decency, integrity and kindness. In this way Switzerland inspires us even more than with her rich cultural heritage and the breath-taking scenic splendor of vacation spots we Americans will again visit at war's end.

## Federal Aid for Teachers Salaries

### And Better Schools for the United States of America

**W**HO IS PROPOSING FEDERAL AID FOR TEACHERS SALARIES? The National Education Association in cooperation with other national groups, the Missouri State Teachers Association, local community associations, and friends of public education throughout the nation.

*Is there a bill to provide federal aid for teachers salaries now in Congress?* Yes, S. 637 has been introduced in the 78th Congress by Senator Thomas of Utah and Senator Hill of Alabama. The purpose of this bill is "To authorize the appropriation of funds to assist the States and Territories in more adequately financing their systems of public education during the emergency, and in reducing the inequalities of educational opportunities through public elementary and secondary schools."

*What does this bill propose regarding teachers salaries?* It proposes an annual emergency appropriation of \$200,000,000 to enable the "states and their local public-school jurisdictions to meet emergencies in financing their public elementary and public secondary schools by providing funds" for the adjustment of salaries to meet the increased cost of living, the raising of substandard salaries, the payment of salaries of teachers to keep schools open,

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By WILLARD E. GIVENS  
Executive Secretary  
National Education Association

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and the employment of additional teachers to relieve overcrowded classes. This fund is to be apportioned to the states on the basis of average daily attendance. **EVERY STATE WILL BENEFIT IN PROPORTION TO THE NUMBER OF CHILDREN IT HAS IN ITS SCHOOLS.** How much money would Missouri get from this emergency fund? About \$5,001,000.

*Is there any other major feature of the bill?* Yes, another section of the bill provides an annual appropriation of \$100,000,000 for the purpose of equalizing public elementary and public secondary educational opportunities among the states. This fund will be distributed according to a formula based on the number of children in the states between 5 and 17 years of age and the wealth of the state. **THE POORER THE STATE THE LARGER THE SHARE OF THIS FUND WILL BE.** Only the five wealthiest states will not share in this fund. How much money

would Missouri get per year from this appropriation? About \$3,041,234.

*Will the Federal Government control schools where the money is used?* No, the control of the schools is reserved to the state and local school system. The distribution of funds within a state will be determined solely by state educational authorities.

*If the Federal Government assists the states, will the states spend less of their own funds for education?* No. A state is required to spend from state funds at least as much for schools as it spent in the year 1941-42.

*Would the \$200,000,000 emergency fund actually increase teachers salaries by that amount?* Yes. These funds are to be used exclusively for salaries. They will be available only to those communities which out of state and local funds are paying average salaries at least equal to those paid on February 1, 1943.

*Will minority groups receive their share of this fund?* Yes, the states will be required to divide funds among the separate races in proportion to population without a reduction in the proportion of funds from state and local school taxes spent for schools of the minority races in 1942.

*Must teachers have salary increases?* Yes. On the average, teachers salaries have been increased only 7% during the war emergency while living costs have increased more than 20%. Hundreds of teachers are paid less than \$200 a year. Fifty-eight per cent of the teachers in one state are paid less than \$600 a year.

*What is the result of low teachers salaries?* The result is that teachers are drawn from the profession by much higher salaries in government and industry. When the trained teacher leaves someone must take her place. This individual is not apt to be regularly licensed and fully qualified to teach. This means that the nation's children are denied adequate educational opportunities.

*Is there evidence that the nation's educational program needs to be made more effective?* Yes, the latest and most dramatic evidence of this need is the fact that, according to the United States Army, we have in this country today three-quarters of a million men physically fit and of military age who cannot serve their country in the armed forces because they lack the

ability to read and write simple orders. In the midst of war the country (the Army itself doing part of it) is forced to stop and take time to give these men the fundamentals of an elementary school education.

*Where can I get a copy of this bill?* From your Senator or Congressman, Washington, D. C.

*What can I do to help pass this bill?* Write Senators and Congressmen asking for a copy of the bill and urging their support of it. Get your colleagues and other citizens in your community to do the same. Have local education associations take action in support of it. Ask lay groups to support this measure. Congress will enact this measure if we establish the need for it and speak with one voice in behalf of it.

## ★ What You Buy With WAR STAMPS ★

One warm Army blanket may spell the difference between a fighting man in the thick of battle and a fatal case of pneumonia. These blankets cost \$6.85, and every man in our Army must have two. Not only are the blankets used in tents and barracks, but, when the men are in the field, a blanket is in each man's pack. Together with the "pup tent" they make an effective shelter for our soldiers when out in the field.



When you buy \$6.85 worth of War Stamps you are lending your government the money to equip one of our men in uniform with a warm, comfortable blanket. Through the regular purchase of War Stamps you can actively participate in the struggle against the Axis threat to our way of living. Your Schools At War program will aid you in getting into the fight through the purchase of War Stamps.

U. S. Treasury Department

# We Must Teach Nationalism In Every Class

THE OPPORTUNITY has at last arisen for the schools of our nation to indoctrinate the American youth with nationalism.

Yes, this could have been done before Pearl Harbor, but somehow we of the teaching personnel in our educational institutions were too blase, too complacent, and afraid we might be considered sentimentalists if we religiously taught "all men are created equal," "sweet land of liberty," "freedom of religion, speech, the press, and of assembly and petition," "in order to form a more perfect union," and other phrases mentioned mechanically in pre-war days.

Thank goodness, that among the things rationed, the teaching of democratic ideals is not listed.

Sikeston High School may not be considered the typical high school in Missouri, but it is no different than any other system which has real red-blooded youth who want to equip themselves for effective service in the war effort and in a democratic world which is destined to come.

We certainly do not have the complete or infallible program for nationalism in our school. All of our plans have not crystallized into actuality, and we have not begun to scratch the surface. Likewise, we are not the pioneers in many of our present practices. They are being put to work in many other schools as well. However, this article is to stimulate thinking toward a definite goal—nationalism taught every day in every class.

Perhaps other schools will be able to utilize some of our ideas, and in turn Sikeston High School may receive suggestions that would materialize in our situation.

## Standing By for Action

Of course, our school would have been a heretic if it had not taken part in all of the scrap drives, rationing, Victory Corps, Red Cross, civilian defense duties, and a sundry of other special programs. We were proud to assist, and we know

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By BILL HOPKINS  
*Social Science Instructor*  
Sikeston High School

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that in performing these activities that significant vicarious learning took place concerning patriotism and democracy. We, as all other schools, are standing by for similar requests.

Now as to Sikeston's own adaptation of a school program to fit the war effort and our philosophy used to infiltrate nationalism into our school.

First, we are attempting to have as much socialized recitation as possible. Along with this comes panel discussions and debates. We, too, in the past have been guilty of leading the students into our way of thinking. We have made them mentally indolent. We have been dictatorial in our classroom procedure.

Our freshmen citizenship classes and senior homerooms have been conducting regular forums on timely subjects. Even though parliamentary procedure has been carried on successfully, the enthusiasm and interest of these youngsters for self-expression has been gratifying.

Practically every class in social science is placing less emphasis on antiquated material. This information has been subordinate to the current material that is pouring daily into our schools. Never before have we analyzed and studied our Constitution, Bill of Rights, Declaration of Independence, respect to the flag so carefully. We have spent weeks comparing the ideologies and practices of democracy with those of Axis dictatorships—ways and means of winning this war—planning the kind of world we want to live in after the war. Last year one of our social science clubs conducted an assembly and had an extemporaneous peace conference with the "dignitaries" of all countries making the plans for peace and world freedom.

### Other Class Activities

Our citizenship classes have scheduled other activities for the year. They will take the school census, visit the various courts, sit in city council meetings, and watch the city officers in their work. Another project instituted by one of the citizenship clubs is to have a formal flag raising ceremony each morning before school, with every student stopping where he is, facing the flag and saluting, as a bugler plays "To the Colors."

The geography and international relations classes have constructed large, colored maps of the war zones. These maps are placed in the library, and the day by day strategy and advancements are charted by the movement of colored pins.

In the economics class the subject matter has been adapted to fit the war-time conditions. Rationing, conservation, war-time buying and selling, the new point system, priorities, inflation (causes and remedies) are a few of the current units.

The speech class is now working diligently, preparing for the district American Legion oratorical contest. The theme of the topic this year is on nationalism. Previously, members of the class have gone before civic organizations and talked on Education Week and patriotic topics. The dramatic classes have been concentrating on building morale during these chaotic times. The plays most appreciated by the student body and civic clubs were "I Pledge Allegiance" and "Bobby Buys a Bond."

The industrial arts department has made airplane models for the Navy. The aeronautics class is getting a thorough background which will help our graduates going into the armed services.

The high school band has played for a large number of scrap and bond drives over Southeast Missouri. One of the most impressive musical demonstrations ever presented in this area was given last fall by the band when a tribute was paid to all branches of service. Also at this time the cadets of the local air school gave their precision drills, which thrilled every loyal American in the audience. Our musical organizations have contributed a

lot by making the national anthem more significant than ever before.

The commercial department has helped in all rationing, but the most credible work was done by these students when they spent two days in the county rationing office, clearing up the work that had the board paralyzed.

The home economics and health departments have sponsored the nutrition program with pleasing results. Through the median of pamphlets, posters, contests, and other forms of publicity, our homes are becoming more conscious of nutrition and conservation. The slogan written by a senior and adopted by the student council is:

"A well balanced diet  
Will help U. S. win—try it!"

Special physical education classes are held in the evening to qualify students for the Victory Corps.

Each homeroom has a large thermometer made by the art classes to show the amount of bonds and stamps purchased by the members each week. The competitive spirit has entered into the picture and sales are away above expectations.

The weekly newspaper, one of the few high school weeklies in Missouri, has pledged itself to publicize "to the skies" anything beneficial to winning this war.

Evening classes in retail selling have been conducted for students who will take the place of employees leaving this field. Wartime selling is the theme of each meeting.

There are other minute things done for promotion of nationalism in our school—there are many more that can be done. The teaching staffs of our schools are undoubtedly the "rear guard" in this great democracy!

The student bank, organized last year, has proved to be a worthwhile project. The bank is open daily, accepting deposits and selling defense stamps and bonds. At the time of this writing it is doing a tremendous business; the reason—the school is buying a \$175,000 bomber.

# The High School Victory Corps Program Includes Pre-Induction Acquaintance With Military Courtesy

**A**MONG THE MANY WORTHWHILE and interesting objectives of the High School Victory Corps Programs is that of strengthening and re-directing the school's health and physical education program, so that the greatest number of high school pupils may be physically fit when their call to service comes. The lad in poor physical condition entering the armed forces has "two strikes" against him when he steps "up to bat."

So it is with the "courtesy," of the army and navy, their special vocabularies and their way of doing things. The boy who knows to whom to say, "Sir," and when to say it, has an advantage over the boy that does not know. Courtesy in the armed forces is very little different from courtesy in the home or at school or church, except in the armed forces it is *required* that one be courteous; in school, and sometimes at home, courtesy is taught and advised, but not required. A pupil who is not rude and outspokenly discourteous at school or home may not realize that there are sins of omission as well as commission.

The lad enters the army and is confused by the smartness, the alertness and snap, the attentiveness and courtesy of all he meets. He does not realize that what the army expects and requires is the same courtesy which he has been told about many times but which he has not made a part of his living.

Correct posture is demanded in the army. The soldier must be neat, he must be clean, he must be alert. He must know how to stand, how to sit, how to walk, how to talk, and to do these correctly. He has been taught these little courtesies, but he has never been in a position where he had to do them and be judged by the way he did them.

The lad who has a knowledge of the above but who has developed the bad habit of doing everything "sloppy" has a difficult time when he enters the armed

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By DR. W. W. CARPENTER  
*Professor of Education*  
University of Missouri

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forces. There, "courtesy" is demanded. Of course, he knows the elements of courtesy, but habit dictates that he responds in the same old easy, slovenly, half-hearted way. Such a lad is going to have "tough going."

One who knows and does has an easier time. Boy Scouts, for example, practice courtesy and this early training is helpful when they enter the services. Because the usual high school lad who was not a scout or who did not take it seriously does not practice the best he knows, the Victory Corps includes in its program special training for developing these very attributes. It is not compulsory; possibly it should be. But if taken seriously by the boy, it will go a long way to help him to adjust to the life that he is going to lead.

All the above will be available to the boys in the Victory Corps if they desire it. It will be offered in such a way that it correlates with the other courses pursued and with the school's physical education program. It will be pre-military rather than military and emphasis will be placed on practical experience in leadership for all who are interested. For ease of administration and instruction and to simulate the situation "just around the corner," the boys will be divided into squads, platoons, and if the school is large enough, into companies. Leaders will be called by army names, such as non-commissioned student officer and student officer.

Many parents who have heard of the project are enthusiastic about it for they feel that it offers their boys an unusual opportunity to learn some of the things by practice, that they are going to have to know later.

# SECRETARY'S PAGE

## EDUCATIONAL SURVEY COMMISSION

*House Bill No. 250*, introduced by Representatives King, Whinrey, Farrar of Dallas, Armstrong, Nelson, Fish, Barton, Stewart, Keating, Hickman, Gibson, Baltz, Thompson, Neel, Langsdorf and Tindel, authorizes the creation of an Educational Survey Commission to study the problems of education in Missouri and to make such recommendations as the facts may warrant.

Such a Commission could mean much in formulating a forward-looking educational program for Missouri and the bill should have the enthusiastic support of every member of the profession.

## APPROPRIATION FOR PUBLIC SCHOOLS

*House Bill No. 173*, would appropriate 30% of the State revenue fund for public schools. A hearing was held by the House Appropriations Committee on February 23, and numerous influential State-wide organizations appeared before the Committee requesting that 33-1/3% be appropriated.

It is the suggestion that you keep in continuous contact with your Representative and Senator until a bill appropriating 33-1/3% has passed the House and the Senate.

## CREDIT DUE

The following State-wide organizations are deserving of recognition in their activity for State support of public schools:

Missouri Congress of Parents and Teachers

Missouri Farmers Association

Missouri Farm Bureau Federation

American Legion

Congress of Industrial Organizations

Missouri Federation of Labor

Missouri Federation of Women's Clubs

Missouri Public Expenditure Survey

Missouri Vocational Association

Missouri Business and Professional

Women's Clubs

Missouri School Boards Association

## THE PROFESSION

The teaching profession is rapidly disintegrating. It is going to be a "real battle"

to hold together even the semblance of a profession as we go further along with the war effort.

Are you doing everything you can?

## PUBLIC RELATIONS

The Committee for the Defense of Democracy Through Education is the public relations committee of the Association. Each county has a member on the Committee. If your county is not actively at work on school legislation and other educational problems, stimulate your county member and help him to initiate a plan of action.

## ENCOURAGEMENT

The bill raising the qualifications for the office of county superintendent and the bill granting building aid when rural schools unite have passed both the House and the Senate and are ready for the Governor's signature.

If efforts are continued, *House Bill No. 63*, providing for a continuing contract for teachers will prevail and some type of retirement legislation will be enacted.

Think of it! Missouri is one of four states having no legal provision of any sort for retirement.

## A PATTERN

The Community Association of the Northwest Missouri State Teachers College is setting a pattern for the other community associations of the State.

## GRATITUDE

Everyone can be grateful for the manner in which the school people of the State have responded to the call for help with respect to the appropriation for public schools by the present General Assembly.

## NATIONAL EDUCATION ASSOCIATION

Every teacher should be a member of our national professional association, as well as the Missouri State Teachers Association. The times demand it. Send your membership fee of \$2.00 to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

## Finalists in the 1943 Science Talent Search

Attending the Annual Science Talent Institute in  
Washington, D. C., as guests of Westinghouse

- |                                                                                             |                                                                                     |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Boop, Wayne Ellsworth<br><i>Matamoras High School, Matamoras, Pa.</i>                       | Macy, Josiah, Jr., Warrenton, Va.<br><i>St. Paul's School, Concord, N.H.</i>        |
| Cassidy, Judith Mary<br><i>Irvington High School, Irvington, N.Y.</i>                       | March, Virginia Ellen<br><i>West High School, Madison, Wis.</i>                     |
| Dickinson, Hillman<br><i>Wm. Chrisman High, Independence, Mo.</i>                           | Mark, Robert Burton<br><i>Trenton Central High School, Trenton, N.J.</i>            |
| Ens, Catherine Clara<br><i>Julienne High School, Dayton, Ohio</i>                           | McLoughlin, James Gray<br><i>Rome Free Academy, Rome N.Y.</i>                       |
| Folger, Robert Lancaster<br><i>Winter Haven High, Winter Haven, Fla.</i>                    | Ortenburger, Arthur Irving<br><i>Norman High School, Norman, Okla.</i>              |
| Foster, Elizabeth Jane, Oak Park, Ill.<br><i>Oak Park-River Forest High School</i>          | Palombi, Robert Edmund<br><i>St. Mel High School, Chicago, Ill.</i>                 |
| Fox, Joseph Milton<br><i>Overbrook High School, Philadelphia, Pa.</i>                       | Pederson, Donald Penhallegon<br><i>Geneva High School, Geneva, N.Y.</i>             |
| Gill, John Ellis, Las Cruces, N. Mex.<br><i>Las Cruces Union High School,</i>               | Perot, Charles Poultney<br><i>J. P. McCaskey High School, Lancaster, Pa.</i>        |
| Green, Joseph M.<br><i>Dorsey High School, Los Angeles, Calif.</i>                          | Piper, William Weidman<br><i>Grandview Heights High, Columbus, Ohio</i>             |
| Haftel, Howard William<br><i>Frank Morrell High School, Irvington, N.J.</i>                 | Quermann, Thomas R., Clarksburg, W. Va.<br><i>Washington Irving High School,</i>    |
| Hammerle, William Gordon<br><i>Athens High School, Athens, Ohio</i>                         | Rechtin, Eberhardt, Redondo Beach, Calif.<br><i>Redondo Union High School,</i>      |
| Harris, Donald Rosswell<br><i>Central High School, Johnstown, Pa.</i>                       | Robertson, Claron Atherton<br><i>University High School, Carbondale, Ill.</i>       |
| Killingbeck, Marguerite Grace<br><i>Nyack High School, Nyack, N.Y.</i>                      | Ronder, Joan Leslie<br><i>New Rochelle High, New Rochelle, N.Y.</i>                 |
| Kohl, Henry Hiram, Newburgh, N.Y.<br><i>Phillips Exeter Academy, Exeter, N.H.</i>           | Rosenblatt, Murray<br><i>Evander Childs High, New York, N.Y.</i>                    |
| Kunkel, Joan Lillian<br><i>Garden City High School, Garden City, N.Y.</i>                   | Sargent, Charles Philip, Hanover, N.H.<br><i>Hotchkiss School, Lakeville, Conn.</i> |
| Kurfuerst, Leonard Charles<br><i>North East Catholic High School,<br/>Philadelphia, Pa.</i> | Sawyer, Constance B., Lewiston, Me.<br><i>Gould Academy, Bethel, Me.</i>            |
| Lauenstein, Milton Charles<br><i>Southwest High School, St. Louis, Mo.</i>                  | Schiff, Ray (Reinhart)<br><i>New Rochelle High, New Rochelle, N.Y.</i>              |
| Lauer, Gloria Indus<br><i>Ames High School, Ames, Iowa</i>                                  | Strehler, Bernard Louis<br><i>Central High School, Johnstown, Pa.</i>               |
| Lean, Elizabeth Ann<br><i>Shorewood High School, Shorewood, Wis.</i>                        | Willcockson, Roy<br><i>Central High School, Tulsa, Okla.</i>                        |
| LeLievre, William Boyd<br><i>Shaker Heights High, Shaker Heights, O.</i>                    | Wojciechowski, Wanda Clara<br><i>Bassick Senior High, Bridgeport, Conn.</i>         |

N.J.

Pa.

Ohio

Va.

Calif.

H.

# 40 *more*

## high school seniors

### on their way up!

Once again Westinghouse presents a group of 40 American boys and girls—high school seniors with exceptional aptitude for science. They are outstanding representatives of more than 14,000 contestants in the Second Annual Science Talent Search.

Sponsored by Westinghouse and conducted by Science Clubs of America, the Science Talent Search is designed to discover students who have the ability for creative achievement in engineering or science and to provide opportunities to develop this ability.

The forty listed here were selected to

attend the annual Science Talent Institute at Washington, as guests of Westinghouse, where they will compete for Westinghouse Science Scholarships. Last year, in addition to the Westinghouse awards, *every boy and girl selected for the trip* was offered scholarship help by one or more colleges or universities. *Every one was a winner!*

Full information concerning the Science Talent Search may be obtained from Science Clubs of America, 1719 N Street, Washington, D.C. or to School Service, Westinghouse Electric & Manufacturing Company, 306 Fourth Avenue, Pittsburgh, Pa.

**Westinghouse**  
Plants in 25 Cities    Offices Everywhere

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MARCH, 1943

# Poliomyelitis and the Kenny Method

**I**N AMERICA ONE OF THE MOST PUBLICIZED diseases at present is Infantile Paralysis. As a result we all think of infantile paralysis as one of the most common afflictions, and to have it is to be a hopeless cripple. This is unfortunate, because it is not one of the most common diseases, nor is it always severely crippling. Many patients have poliomyelitis without permanent crippling. It is, however, a serious crippling disease, although it represents only about 20 per cent of all crippled children.

## The Kenny Method

The latest treatment for infantile paralysis is The Kenny Method. Some of the procedures used by Sister Kenny are not new. Heat for pain was advocated many years ago by Dr. Lovett of Boston and others. Most orthopedic surgeons who treat infantile paralysis have advocated rest for the paralyzed muscles, and graduated muscle training of weakened muscles. These principles are the basis of Sister Kenny's treatment but her method of application is different.

Miss Elizabeth Kenny comes from Australia. When a young nurse, in the wilds of Australia, she encountered a number of cases of infantile paralysis. There were no doctors available, and she was thrown on her own responsibility. Not knowing what to do for the children, she found that hot packs helped them, eased their pain, and relaxed muscle spasm. From this early beginning she has developed the treatment that bears her name. For many years she met with much opposition in the medical profession, because her methods seemed radical, and as she says, were opposed to all preconceived ideas of treatment. In spite of all opposition, she persisted, and has gained recognition in Australia, England and America. For the last two years, she has been in this country, under the auspices of the "National Foundation for Infantile Paralysis" demonstrating her method. Most of her work has been done at the Minneapolis General Hospital, and at the University of Minnesota Hospital.

The Kenny treatment is intended primarily for acute cases of infantile paralysis and the treatment should be started as

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By ARCHER O'REILLY, M.D.

President

Missouri Society for Crippled Children

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soon as the diagnosis is made. In the early stages of the disease there is nerve irritation and as a result, muscle spasm and pain. Miss Kenny lays great stress on muscle spasm, and also on the pain. The spasm shortens the muscles and causes deformity, and incoordination of the muscles. The unaffected muscles cannot contract because of this muscle spasm. Because of spasm and pain the non-affected muscles often refuse to contract, due to "mental alienation."

Miss Kenny's treatment may be divided into two parts. The first is to relieve pain and muscle spasm by the application of moist heat, and the second, muscle training and restoration of incoordination. The treatment is fairly simple in theory, but requires a good deal of training and technical skill in its application.

In the early stage the patient is put to bed, on a hard bed, in a natural position, with the feet supported by a board, to give the patient the sensation of standing. The patient is kept absolutely quiet. The patient is not immobilized by casts or braces, but a strict immobility is secured. Spasm and pain are relieved by applying hot fomentations. Woolen cloths, such as old blankets, are cut to fit the parts accurately. These are wrung out of boiling water and the wringing cools them sufficiently not to burn the patient. Cloths are renewed about every two hours or oftener if necessary. At the same time, passive motion without pain is carried out at least once a day.

As soon as joints can be moved passively through a small range without pain or incoordination, indicating that spasm is lessening, muscle re-education is started within that range, with the patient still in bed. "The purpose of re-education is to restore connection of the part with the central nervous system (to restore 'mental aware-



ness'). Muscle strength is not a primary consideration. Re-establishment of 'awareness' and the production of a normal rhythmic motion, no matter how weak, is the aim of the treatment. Increase of muscle strength will follow."

### Mental Alienation

Miss Kenny is constantly warning against "mental alienation." It is a condition in which there is inability to produce a voluntary, purposeful movement in a muscle in spite of the fact that the nerve paths to that muscle are intact. This is a physiological block. Alienation may be caused

by the improper use of other groups of muscles. It is easily acquired, and difficult to correct.

Muscle re-education is quite technical and requires considerable skill and training for its administration. It aims to prevent or correct alienation, and to increase muscle power.

In acute infantile paralysis the relief from pain and muscle spasm enables many muscles to be restored to function that might otherwise be completely paralyzed.

The Kenny treatment is intended pri-

marily for acute cases, but Miss Kenny claims to have been able to help a number of cases in which the disability was due to residual spasm and muscle alienation.

In most cases of infantile paralysis some, or many, of the nerve cells are destroyed as a result of the disease. A complete paralysis follows when this has occurred. Neither the Kenny treatment, nor any other, will restore power to these muscles. Miss Kenny does not claim this either, but she does believe that her treatment will more effectively and more quickly restore function to those muscles that have not been completely paralyzed. She also believes, most emphatically, that by relieving muscle spasm, contractures and deformities can be prevented.

Many prominent orthopedic surgeons who have seen Miss Kenny's work are most enthusiastic about the results. Others equally prominent are still skeptical. This is to be expected in a treatment as new to this country as the Kenny treatment. Medicine is constantly hearing of new treatments and panaceas. Some of these are truly remarkable, and others, after a short trial, have proven valueless. Time alone gives us a true evaluation of new medical discoveries. In the meantime, many hopes have been raised high only to be dashed to the ground. This is particularly true in the lay mind. They do not appreciate the limitations of any treatment, and their hopes are raised only to be shattered.

Unfortunately there has been much lay publicity about the Kenny treatment. It is hailed by the public as THE cure for infantile paralysis. The public must be taught and must realize its purpose, and its limitations. It is useful mainly in acute cases, and does not restore power where nerves have been destroyed. Children with infantile paralysis will still have paralysis. These children will still need careful after-treatment, they will need braces, and they will need operations. Even before Miss Kenny came to this country many children had infantile paralysis and completely recovered.

The Kenny treatment shows undoubtedly a great advance in the treatment of acute poliomyelitis. It is not a panacea. It would be most unfortunate for the treatment itself, and for many parents and

children, if we allowed ourselves to grow too enthusiastic, and to expect too much. In medicine we are too prone to expect more from a remedy than has been promised us. Do not let us make this mistake in the Kenny treatment.

The Missouri Society for Crippled Children is interested in the Kenny and all other forms of treatment for crippled children. Any treatment that will lessen the amount of crippling is of great importance to the society and also to the community. Medical and surgical treatment, however, is not all that must be given to "polio" cases. Many will remain crippled no matter what treatment they receive. Crippled children must have education and vocational training. They must be placed in industry, or started in a profession. Many of the crippled children live in rural communities, far from hospitals and schools; many are over fifteen years of age, too old to be cared for by the State Crippled Children's Service; many children require transportation to the city for treatment. It is to all of these children that the Missouri Society for Crippled Children offers help. To do this, the Missouri Society every year sells Easter Seals, and half of the money raised remains in the local community to give more help to the local children.



If I write any better, you'll find fault with my spelling.

SCHOOL AND COMMUNITY

# Bring Them Back Alive

REPORTS OF SOLDIERS AND SAILORS who performed unusual feats of strength, skill, and endurance which enabled them to survive hazardous experiences and return safely to their stations come to us by press and radio. We never hear, however, from the much larger number of American fighting men who failed to survive the rigors and hazards of combat and prolonged exposure on the ocean, in tropical jungles, in the frozen expanses of the far north, or in the desert. In this war in which we are now engaged there are few second chances; a man either wins or loses.

There is no longer any question concerning whether American boys, who are now in high school, will see active service. Nearly all boys reaching eighteen years of age will leave home for duty with the Armed Forces. High schools can do much to prepare these boys so that they will have a better chance of coming back. Development of strength, endurance, and essential skills is the most fundamental and important contribution that the schools can and should make to the preparation of all boys for war service. Many of the traditional academic subjects can help students to serve more effectively, grow intellectually, and to live more abundantly. Physical fitness, however, is essential if American boys are to survive. Girls, too, must be strong to stand the strain of factory work.

Vigorous physical exercise provides the only means outside of heredity and nutrition for the development of organic power and vitality. General improvement in strength and endurance should be sought through school programs of physical education. These programs provide a definite objective means of increasing the strength, endurance, agility, and skills of boys and girls in relatively short periods of time.

By JACKSON R. SHARMAN

*Principal Specialist in Physical Fitness*  
U. S. Office of Education

Participation in a good program of physical education for a period as short as six weeks results in definite and measurable increase in strength and endurance. Participation in vigorous activities extended over a period of a year or more will do much to equip boys for military training and will help to increase their chances of surviving the hazards of combat service.

Army and Navy officers have reported that many specific skills of great value to soldiers and sailors can be taught in schools. Among these are swimming, climbing, descending ropes and rope ladders, jumping ditches, climbing trees, vaulting out of trenches and holes in the ground; getting over fences and walls, getting in and out of objects similar to tanks. Others include jumping from heights of six feet or more and landing safely, crossing streams by walking logs and beams, progressing from point to point while hanging by the arms from vines, cables, or beams, throwing objects similar in weight and size to hand grenades, lifting weights correctly without danger of strain, and driving motor vehicles.

## I SAW MEN DIE . . .

This is what the "Wasp's" physical training director wrote to Commander James J. (Gene) Tunney, Director of Physical Fitness Section, Training Division, Navy Department:

"I saw men die because they could not swim well enough to carry themselves out of danger. I saw men almost exhausted and helpless, who told me later to enroll them in my next class of exercise. Why? Because they realized that they needed conditioning to increase their strength, endurance, and stamina."

To aid schools and colleges in planning and executing their programs of physical and health education for boys and girls, the United States Office of Education has prepared three bulletins on physical fitness. The first of these pamphlets has the title of "Physical Fitness through Physical Education for the Victory Corps." It has been printed and copies can be purchased for 25 cents from the Superintendent of Documents, Washington, D. C. The other

bulletins have the titles of "Physical Fitness through Health Education for the Victory Corps," and "Physical Fitness for Colleges and Universities." They will be available from the Superintendent of Documents in about three months.

Each of these publications was prepared by a committee representing the Office of Education, the Army, Navy,

United States Public Health Service, Office of Defense Health and Welfare Services, professional organizations in education, and schools and colleges. They contain the physical fitness programs for schools and colleges that have the official approval and endorsement of the Armed Forces and other agencies.

## Meeting the Challenge

WHEN I STEPPED across the threshold of my school last fall to face my first experience as principal and teacher in a Job School, I had many misgivings. I was still on fire from the plan meeting the week before and was determined that war or no war I was going to teach school as I had never taught before.

I had always taught the social studies in the lower grades by the Problem, Project Method. I could see many of the materials I had used in the past disappearing over the hill of scarcity—I could see the school paper and much of the work in the art department doing likewise.

Thirty-two pairs of eyes between the ages of six and fifteen, looked at me expectantly and some a little trustingly. As I looked at them I tried to hide all my fears.

The year is almost over. Yes, we have had our projects, our art department and our school news, but in a little different way due to present conditions. Sometimes our projects took the form of silhouettes yet no less enjoyable. Our Year Books are made and already contain two-thirds of this year's work. The backs may be of pasteboard of all thickness and sizes and the covers may be wrapping paper of different shades of green and brown, some say, "Remember Pearl Harbor" or show the American Flag, but the work it took to make them was more enjoyable because the materials needed to make the Year Books, the children have salvaged from packages Mother and Dad brought from the store or last year's war posters, etc.

We don't have a school paper, but the English department has collected news and edited each week a column for the county papers called the "School and Community News."

By ALICE M. SIMPSON  
Salem

The upper grades in the social studies class worked out a problem on the black-board. Using one section of a board, the children used colored chalk and drew an American Eagle as the center, while around the Eagle (as studied) the class made miniature flags in their natural colors, of the Allied Nations and these are pasted around the Eagle forming an arc. On an outline map the places studied were located and marked by using different colored thumb-tacks and from current magazines and daily papers they collected pictures and stories of these peoples. I'm sure when school closes this year that, although we have had to streamline and substitute, the students have learned as much if not more than ever before. I know they have a greater knowledge and deeper feeling for the Allied Nations and these people with whom we are at war, now so near, that once were so far away.

Will we meet the challenge?

Will we stand the test?

While the boys in uniform  
Are giving of their best.

For God and home and country  
There's much we all must do,  
To keep our nation free from harm  
And bear the colors true.

Oh! Yes, we'll meet the challenge,  
Oh! Yes, we'll stand the test  
To give our boys in uniform  
What it takes to do the rest.

I'm sure there are thousands of teachers in the state of Missouri who are doing the same.

# I Was Astounded

IN REPLY TO Miss Ruth Zahn's article *A Surprising Experience* in January issue of *School and Community*, I want to say that my experience was ASTOUNDING!

For many years I have taught in the elementary schools and for some ten years I have thought more and more about children's lack of knowledge pertaining to the Bible, and their seeming irreverent attitude toward its teachings.

On one occasion my suggestion to a group of eighth grade boys and girls that they pray for ability to do a particular assignment well was met with a raucous, contemptuous laugh which so shocked my spiritual sensibility that it was a long time before I again mustered the courage to suggest anything that revealed my simple faith in prayer. Later I again suggested prayer to a group of children and one little girl said very seriously and longingly, "Well Miss Moore, I don't know how to pray." I wonder how many of us do.

The Bible is not an easy book to understand. Only with study and repeated readings is its spiritual meaning unfolded. If we know nothing of its literal interpretation how can we gain a spiritual understanding?

Do our children know the Lord's prayer, the 23rd and 91st Psalms, the Sermon on the Mount and the story of the birth and crucifixion of Jesus? Couldn't we use the Bible for a text book in literature and social studies? Aren't there rhythm, beauty and truth in the Psalms, and principles for democratic living and good citizenship in the teachings of Jesus? In college I had a course in Bible as literature, through which I became familiar with many of the Old Testament stories.

Just before Easter I once read the tragic story of the crucifixion as related in Matthew to a seventh grade English class. When the class was dismissed a boy came to me and inquired from what book I had read that story. When I told him it was the Bible he said, "Well, I never knew before that there is a story like that in the Bible."

The responsibility of the schools gradually becomes greater. More and more

By FAY K. MOORE

Maywood

parents are engaging in activities that take them from the home. On Sunday they are too tired or too indifferent to get the children off to Sunday School. Often teachers there are unprepared. If children are to be enlightened on the great truths of the Bible, perhaps the schools will have to take over that also.

I wonder if it would be well for our legislature to revise the school laws. Could Section 11, Article XI be a relic of the horse and buggy days as so many of our Missouri statutes are? Can't the teachings of Jesus be studied, explained and discussed without reference to creeds, cults or sects?

Missouri teachers are men and women of splendid calibre. They have been trained in a Christian democracy. They are familiar with the Bill of Rights. Can't the authority to study the Bible with their pupils be entrusted to them as readily as the teaching of other subjects designed to help boys and girls to a more complete life?

## IMPORTANT EVENTS

### MARCH

19 Department of Superintendence of M. S.T.A., Thirtieth Annual Meeting, Columbia, March 19-20, 1943.

20 Art Meeting, Jesse Hall, University of Missouri, Columbia, March 20, 1943.

### APRIL

14 American Association for Health, Physical Education, and Recreation, Netherland Plaza Hotel, Cincinnati, Ohio, April 14-17, 1943.

22 Classical Association of the Middle West and South Annual Convention, Chicago, April 22-24, 1943.

### JUNE

25 National Educational Association Annual Convention, Indianapolis, Indiana, June 25-29, 1943.

### NOVEMBER

3 Missouri State Teachers Association Annual Convention, St. Louis, November 3-6, 1943.

MARCH, 1943

# Our Teacher Poets

## IN LOCO PARENTIS

**T**HE TEACHER STANDS "in loco parentis"—  
At least that's what the rulebook said—  
But I'm wondering if something like this  
Wasn't really meant instead:

The teacher often-times must take the  
place,  
Not of just one parent but two;  
Must find the road and point the way  
For Jimmie and Johnnie and Sue.

Their environments may be good or bad,  
Home influences ne'er the same;  
But he must find in each the godlike spark,  
And fan the spark into a flame.

So to you, oh teacher, as one who cares,  
Is entrusted a task divine.  
May thine be the gift of endless patience,  
And may all the rewards be thine.

—H. F. PRATT  
St. Louis

## ONE DREAM OF LOVE

**A**T LAST HE'D MET HER, lady of his  
dreams;

They'd strolled together, happy; glowing  
beams

Of satisfaction crowned his every glance  
At her; three merry hours they'd spent in  
dance

To gayest music, whirling, mad; he'd seen  
Her eyes grow bright and heard her laugh  
with keen

Delight at clever things he'd said and done.  
"You know," said he in parting, "you're  
the one

In all the world who understands me best.  
You see, you are so different from the rest,  
Who seem so superficial. Now I find  
Your's surely is a literary mind."

"No, no, sir, you are wrong." His lady  
sighed.

"I teach a kindergarten," she replied.

—BETTY HUEY SAUNDERS

## PAINTED HERE FOR YOU

**I** HAVE LONGED to be an artist  
And paint our country fair,  
America the Beautiful,  
For you—and you—and you.  
But mortal words cannot describe  
Nor fingers reproduce  
What God has painted here on earth  
For you—and you—and you!

—MARGARET JELLUM  
Ludlow

## TWO-POINT RATIONING

**I**T'S MIGHTY AGGRAVATING when you're  
chilled most through and through,  
To have the ration board inform you that  
there's nothing they can do.

Just take your little problem in to O. P. A.  
For all our decisions must depend on what  
they say.

I'm getting madder and madder with every  
one of the lot

Who call the items shortages that I'm sat-  
isfied we've got.

They tied up all my rubber and they  
skimp me on my sweets,  
And soon the new point rationing will  
take away my meats.

And wifey hit the ceiling when they cut  
her gasoline

And forced her home with sonny, whom  
she had hardly seen.

We've talked the whole thing over and  
decided what we'll do,

Just fold up all our businesses and bid  
the boys adieu.

Last night my eyes were opened as I  
peeped across the sea

At an old Russian woman down on her  
bended knee.

She was leaning over her husband, who  
was lying in the snow

Frozen like a mummy in the tombs of  
long ago.

I found myself in England amid the  
bombed debris

And sailing in the ocean, with Rick a  
cussin' me.  
Soon my dream was over but the thoughts  
in me were stored  
And now I am a member of the local  
rationing board.

—H. M. CLEMENTS  
Independence

## TO THE CLASSROOM TEACHERS

The following poem was read at a meeting of the Department of Classroom Teachers during the State Convention in Kansas City.

**I**N MISSOURI EDUCATION  
A first-rate organization  
Is the Classroom Teachers'—lunching  
here today.

To its friends and members meeting  
I've been asked to send my greeting  
Since another group is keeping me away.

Aimed at further integration  
And less stratification  
Are the classroom teachers working hard  
this year.

This is a purpose noble  
At a time when conflict global  
Is disturbing all of us from far and near.

So I think I'm not transgressing  
When I offer you my blessing  
And tell you, "Go ahead in every way."  
For in that future unity  
There'll gather with impunity  
All the teachers, grades, departments—  
come what may!

—HEROLD C. HUNT  
Kansas City

## VICTORY

**S**AY NOT the race was lost!  
One alone gained fame,  
But never once forget  
The losers played the game;  
Say not the race was lost,  
One alone could win,  
Heroes all who tried,  
Cowardice is sin!

No race was ever lost,  
Someone ran the mile,  
Be glad in his exploit,  
The test, to lose and smile;  
Life requires, demands  
Each soul shall bear a cross,  
Rejoice, give thanks, accept  
The discipline of loss!

It cannot matter most,  
To whom was given the prize,  
But effort made, the cause,  
New hope in tired eyes;  
Whether you won or lost,  
Upon life's track today,  
Tomorrow holds surprise,  
Go out again and play!

—ETHEL L. KITCHELL  
St. Louis

## WHO'S QUEER?

**I** WALKED ALONG the street one day  
With a pal of mine who came that way.  
We met one whom I well did know,  
I spoke a word as friendly show.  
I stopped my pleasant chatter talk  
And to my pal as we did walk  
Said with a kind of impish wink,  
"That man's quite queer, I always think."

We found a group, I did express  
My own beliefs with words excess,  
For I was one of great renown  
Whose views were liked around the town.  
But, as I left and turned to go,  
The one with whom I'd walked said low,  
(And I believe he gave a wink)  
"That man's quite queer, I always think."

At first I was enraged and mad.  
They'd think me right, if sense they had.  
Three things at once did I then see—  
Many are wiser than I could be,  
That pride precedes the hardest fall  
And God has patterned one and all.  
Since then I never say and wink  
"That man's quite queer, I always think."

—EDITH SCHUCKENBROCK  
Palmyra

# Priorities for Teachers of English\*

TEACHERS OF THE MOTHER TONGUE in the American public school system must accept the logic and the responsibility implied in and arising from the inexorable march of events of which the war is only one component part.

Drastic and major changes are taking place in the ideas and institutions which constitute the framework of human relationships. As important as economic motives have been, are, and will be, it is apparent that in the future non-economic motives will have a place of far greater importance and significance than they have ever had not only in America but throughout the world. The trends toward more social integration and cultural unity and more conscious social purposes have become inevitable. Isolationism, either as a national policy or as the controlling philosophy of individual thinking, cannot exist on a globe where travel is by airplane and communication is by radio.

When the printing press was invented, various hierarchies fought to suppress or control it. Freedom of speech seemingly had discovered a medium of expression. But boundary lines and differing languages were necessary handicaps to both the printing press and to freedom of speech. As freedom of speech is the precious instrument of developing and maintaining the other precious freedoms, the global struggle for all freedoms logically was delayed until the radio became a universal means of expression.

It is clear, therefore, that the peoples of democratic countries must accept the realities of democracy in their logical implications and thus accept wholeheartedly rising democracies in China, in India, in Russia, and in Africa—not as lowly neighbors but as democratic brothers, not as the white man's burden but as fellow travelers toward similar goals.

## Intelligent Followers

Logic dictates that the concern of the future is that in America there shall be a great mass of intelligent followers in the peace that shall follow this war. Logic

By P. CASPAR HARVEY  
*Professor of English Composition*  
William Jewell College  
Liberty

dictates that the presupposition is that we do have enough intelligent leaders or we shall lose the war. The most dreaded condition of the future would be that the number of intelligent followers might be too small.

If we are to have in America enough intelligent followers in the future, our system of education must be so consciously oriented and planned that it produces a large number of citizens who have the training and background to understand world events—to be not only loyal American citizens but also be intelligent citizens of the world with a global vision.

Through twenty-three centuries of history, when a people has been united emotionally and culturally with a dynamic consciousness of its destiny, the mother tongue has not only been the central focus of its system of instruction but that same mother tongue has been the medium of the collective understanding of the march of events.

Without discussing how much of the German system of education America adopted forty or fifty years ago, too much of American education has been based on the German principle that the purpose of education is solely intellectual training. American education on the whole, however, has never accepted this premise but no one will deny that too much of this premise has been the basis of some of our educational processes.

If education should produce citizens with attitudes, emotions, and character as well as intelligence enough to form a civilized global community, on the teachers of the mother tongue must be placed the prior responsibility. The teachers of English in America must increase and augment the high social and moral purposes of education until its products can accept the sympathies, the perceptions, and the motives of global citizenship.

\*Abstract of address delivered at the Missouri State Teachers Convention, Music Hall, Municipal Auditorium, Kansas City, Missouri, Dec. 4, 1942.

## Problems

As important and as necessary as technical, occupational, vocational, and professional training is in the modern world, it is not and cannot be a substitute for the broad cultural understanding which should come from and be produced in the classrooms of the teachers of English. The teachers of English in America are perhaps the only teachers who can make it their province to prevent young people from beginning their specialization until they have been indoctrinated with the liberalizing agencies inherent in making them citizens of the globe. The necessary and logical emphasis, therefore, upon perceptive intelligence and enlightened global citizenship puts a tremendous burden upon all teachers of the mother tongue. The teacher of English has the problem of making dynamic and emotionally effective what the students learn in the classrooms, where history and the social sciences are taught. The teacher of English has the further problem of leading students to realize that their vocational training, as important as it is, cannot by its very nature give them any understanding of what is taking place in the world. The most important issues before the American people in the years to come are going to be international issues—internal problems of ours and other countries will be determined by the setting of the international stage. The fact is that this ought to change the whole spirit of American education. America will have to take a prominent part in a cooperative world order. The necessity of economic and political internationalism as contradistinguished from economic and political nationalism is an inherent part of this concept. If America returns to economic nationalism which is the foundation of our political isolationism, not only America but the world is doomed. It must, therefore, be the teacher of English who realizes that in the English classroom must be built up those emotion sympathies which can accept the priority of the reality of the interdependence of all peoples upon the globe.

When peace shall have come at the conclusion of our victory in this war, the social unrest, which may develop after the war when men returning from the fighting

fronts find it difficult to be absorbed into civilian life, will seem to demand immediate technical and vocational training to the exclusion of other subjects. Mothers and fathers will demand that their offspring obtain short-cut training for jobs. In such a situation, teachers of English would find themselves as the only teachers who have the opportunity to give their students any understanding whatever of world events or of the global vision necessary for a durable peace. Teachers of English in this situation may have the only opportunity to imbue their students with the culture which will prevent those students from becoming later the natural victims of demagogues and charlatans.

## Social Motives

As important as training for jobs has been, is, and will be, training for jobs will become acceleratively less important in the next era of peace; if peace is to be maintained, the social motives of mankind will become acceleratively more important. Social motives for many young people will only be made dynamic by what they learn in their classes in English. Social consciousness must become international in its scope. For literally millions, the teachers in the English classrooms will be the only ones who will have the opportunity to inculcate and foster this global social consciousness.

What the human race has learned through its upsurge through sixty centuries toward the human freedoms, it has recorded in its literature. This learning must not even temporarily be lost. There will be those who will vociferously advocate discarding the employment of this literature in the classroom. They will advocate making the English classroom cheaply utilitarian, and pre-vocational. The teachers of English in America must in the next peace sternly oppose all of these false bargains of efficiency. Peace cannot be either attained or become durable without a depth of culture worthy of peace. The culture of America is in the hands of the teachers of its mother tongue. By a logic which is as relentless as the laws of gravity, the interdependence of culture and peace is the first priority of the teachers of the mother tongue.

# No Longer Needed?

TODAY HIGH SCHOOL ENGLISH TEACHERS are on the defensive—and rightly so. Today our importance, our right to exist professionally in a world of warfare and mechanized production has been challenged—justly. Today we must *prove* our work so sound and so indispensable that we should not be relegated to the heap of cast-offs which is likely to increase as the frills of education are stripped away. We must justify ourselves no longer by words, but by achievement. No longer may we bask in the light of our self-created haloes; no longer brandish torches engraved with the sacred name of "Culture," until we have convinced ourselves and others that such culture as we pretend to instill is worth the time, the effort, and the money devoted to it.

I believe the day has passed when we may mask our activities as attractive little "units," which, appealing and instructive on paper, often break down in teaching. Past is the time when we may feel that our work is accomplished when students have ploughed through pages of American or English literature, have been assured that these pages are LIFE, and that, having read them, they may better solve the problems that life will present; past, the day when a heated class discussion on practically anything may be regarded as an indication that we have aroused the interest of our pupils; past, the days of ineffectual and inaccurate writing or the penning of ragged lines of "poetry" in which we assume the child has expressed himself. If these things were ever justifiable—perhaps they were in a day when the school believed its chief task was keeping the child happy and occupied—they are not justifiable now, when this nation is centering its energies on turning out maximum results in a minimum of time. It is likely that the schools during this war era and during the period to follow will change. There must be more, accomplished better, in a shorter time. Seriousness of purpose and a consciousness of the necessity of accomplishing that purpose must

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ELISABETH TOMLINSON  
*English Instructor*  
Clayton

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take precedence over every other aim. Certainly in the teaching of English, changes must be made.

## Teaching Is the Task

Contrary to what may have been implied in the foregoing lines, I am a firm believer in the importance and value of English in our high school curriculum both today and tomorrow. We do not need to apologize for Chaucer and Shakespeare. (Indeed, we have apologized too much in the last fifteen years.) We do not need to apologize for Whitman, Poe, Emerson, and Sandburg. They are part of the American heritage. I have no quarrel with creative composition, or any other kind, for that matter, so long as it is correctly and sincerely done. I am not guilty of the heresy that it is my duty to teach English, and not the child. But many teachers are engaged in teaching the child; it is our job to teach him English. There I believe we may be called to a strict accounting.

Teachers have been influenced in recent years by a slavish devotion to jargon. We have been told that we must make grammar "functional." That is an impressive word, but what exactly does it mean in terms of classroom teaching? Can we make grammar functional when our students do not know one part of speech from another? We have been told that students gain little from theme assignments unless the themes have been prompted by some urge within the child himself. I ask any English teacher to give an honest answer to this question: If you waited for the manifestation of an inner urge, how many times in the course of a year would the average student hand you a piece of writing? Yet how is he to learn to express himself on paper—as he will certainly have to do at some time or other in his life—unless he has been required to write and has been shown the errors of which he is guilty? We have

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deliberately blinded ourselves by reliance upon reading and comprehension tests, the evidence from which is often highly flattering to our instruction. Again I ask any English teacher to answer honestly: How many students out of the total number that come to you in the course of a year can read and understand? How many devote a considerable part of their time to worthwhile reading on their own initiative? Too many take cheap, easy books, magazines, digests, and newspaper headlines for mental pabulum; too many devote their reading abilities (their abilities I do not question) to the funny paper; too many substitute the radio for the entire business of reading.

We have been told that we must show our children the relation between literature and human experience, especially their own. When boys and girls come into high school with inadequate literary background, they are incapable of interpreting the printed page; we must tell them what they have read. When this is done, there is little time to spend convincing them they are reading life. As a matter of fact,

much they encounter in what they read is beyond their own experience—as it should be. If they do not read to discover new ideas and philosophies, if they do not develop a critical sense, why should they read at all? Great literature cannot be reduced to the experience level of an adolescent. The adolescent must grow as he reads. Wisely, Masters wrote:

Memorize some bit of verse of truth or beauty.

It may serve a turn in your life.

As teachers of English, we must take stock of what we have to teach and whom we have to teach. We must adjust subject matter to the requirements of the pupils and the spirit of the times. But we fail when what we have to teach suffers from such adjustment. We must free ourselves from the thralldom of jargon; we must abandon "crackpot" theories; we must undertake honestly what our good sense and experience show us must be done. And I should like to remark in passing, that a considerable part of our task, as I see it, is to stay within our own field, which is a wide one, and see that we have taught

Buswell-Brownell-John

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boys and girls what they should know about English before we encroach upon the domains of the social science or the psychology teacher.

There are doubtless as many ideas as to what should be done in the field of teaching English as there are English teachers to express them. It is high time these ideas were being expressed. In my opinion we beg the question when we today make smug statements that we are doing as much as possible to have our students read and write on the subject of the War and the peace that is to follow. Such reading and writing have a value without a doubt, but the point is: Are our students writing *English* when they write? Are they understanding what they read? And another point is: Are we in danger of sacrificing literature that "has stood the test of time" and will continue to stand it so long as there are men and women with soul and spirit and imagination to read it? In short, are we teaching what we know is important, or are we merely making assignments in English?

#### Reform Is Needed

I believe that in the coming years we must achieve the paradox of compression and expansion. We have exposed too many students to too many years of English. They have been ground through the mill of composition and grammar and two or three years of literature; they have read poems they did not understand and filled workbooks they did not want to buy—and left high school knowing little more English than when they entered. I believe that the reform in the teaching of English must begin in the grade school. More accuracy, more information, and wider reading should be required. If the ancient drill method must be resorted to, then let it be revived. I have taught many a high school senior who has come in contact for the first time with simple mechanics and composition skills he should have mastered in the grades. Until greater demands are made upon the grade school student, it is the obligation of high school teachers to give their students training in basic English skills—punctuation, spelling, usage, grammar, organization of thought—that they have not previously had. We need to quit passing the buck either to the grade teach-

ers before us or to the college teachers ahead of us. Thus, I feel that high school English must aim first of all at teaching fundamentals. We owe it to boys and girls, no matter what position they may fill after leaving high school, to teach them to speak as intelligently and to write as coherently as possible. More time should be spent on work in composition and grammar. If the same skills must be re-taught year after year to the same people, they should be taught. There is no reason for giving credit to students who are slow or unwilling to learn. I believe that a student should be required to demonstrate a reasonable command of his own language before he receives a high school diploma. If courses for the slow or the refractory must be taught without credit, let them be taught. No doubt the students themselves would be surprised to find how much improvement they can show under pressure of necessity.

Such a program would reduce the time spent on literature. I am inclined to believe that would be an improvement on our present high school plan. But here I must make a qualifying statement. Only the total time spent on literature should be decreased. Students who enter high school, as do a few, already equipped with fundamental skills, should not be compelled to take courses in grammar and composition; rather, they should have the opportunity to spend their time in literature classes. Moreover, after the remaining students have spent one year in a general reading course, they should not be required to continue such courses unless they have shown interest and aptitude. They should be required to demonstrate an ability to read and comprehend English of such difficulty as will take care of practical needs; then if they have no wish to broaden their knowledge, let them go into other courses. If they feel no response to the words of those whose philosophy has guided the actions of men, they are not likely to do more than hold back others who will profit from an intensive study of literature.

#### Change Literature Course

The content of literature courses must, I believe, change with a changing world. Why must boys and girls wait until they reach college to learn that other people

than Americans and Englishmen have written significantly? And learn it then only if they stumble upon a course in world literature or are by happy chance admitted to a college which recognizes the fact that the thinking of the past and of the present, wherever done, is worthy of attention if sound thinking is to be done in the future? Isolationism has become a social impossibility, and equally an educational impossibility. We in the English field have been very slow—slower than our colleagues in other fields—to recognize this fact. Somewhere in the high school curriculum students should be given an opportunity to become acquainted with the great books in translation of other nations than England and America. It may be argued that such reading would prove difficult. Naturally, it would. And what if it does? It may also be argued that few English teachers know enough of world literature to teach it. And if they do not? Then to acquire such information is another of the tasks that English teachers must set for themselves.

To know Chaucer and Shakespeare is

the right of any student capable of reading them. To learn Chaucer and Shakespeare is important to every student who can be taught to comprehend them. Today the mind of the world is turning mechanical. But machines will not solve the problem of human relations tomorrow. Neither, someone may say, will a knowledge of *Hamlet*. And I agree. But men and women who have imagination and background, men and women who have learned to think in terms of ideas, to whom the abstract has reality, will be needed in the world of tomorrow, if it is not to be a world of robots and puppets.

The individual English teacher may feel that he can make little contribution to this world of tomorrow by what he does in his classroom. It should be enough to him that he may make that little. If he must exert redoubled effort to teach comma rules, vocabulary, and spelling, if he must spend long hours filling the gaps in his own knowledge of literature, if he must cast aside some of his favorite projects and devices, he should rejoice that it is in his power to do so.

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# Not Yet In Dictionary

**CAPTIVE.**—A coal mine operated by and for the steel mill that owns it; a mine that does not sell coal on the open market.

**KILLER.**—Cancel mark on a stamp.

**LAYERING.**—Described as follows: A subordinate charged with a task in one organization or subdivision must go up through the *layers* of his superiors, across from the top of his agency to the top of the other agency, and then down through the *layers* of the other organization to the subordinate responsible for action. Such action may then have to go back through the layers again.

**LUSTMORD.**—Murder committed for the mere pleasure of it.

**NAKED TRUTH.**—A legendary story says that Truth and Error went in bathing. Error came out of the water first and put on Truth's garments. Rather than wear the garments of Error, Truth went naked.

**NEO-HEXANE.**—An American gasoline which raises the power, speed, and climb as much as 20 per cent.

**PING.**—Recent word for what was formerly known as oomph or glamour.

**PITCH.**—"He pitched Keller yesterday," that is, selected him to pitch ball.

**PLOUGHED.**—Oxfordese for flunked.

**POLITICATE.**—To engage in politics.

**QUISLING, MAJOR.**—Man who betrayed his native country, Norway, into the hands of the Germans. The name is now used as a synonym for traitor. Aurally, the word suggests something slippery and tortuous. Visually, it has the merit of beginning with a "q," which, with one exception, has long seemed to be a crooked, uncertain, and somewhat disreputable letter, suggestive of the questionable, querulous, quavering, quaking quagmires and quivering quicksands, quibbles and quarrels, queasiness, quackery, qualms, and Quilp, the hideous, ferocious dwarf of Dickens' "Old Curiosity Shop."

**RADIOIST.**—One who talks over a radio.

**SHELLING.**—When plasma for blood transfusion is rotated in pint flasks in a dry ice bath, it is called *shelling*. The plasma quickly becomes frozen to the sides of the flask.

**SHOOT CHARLIE NOBLE.**—A navy expression meaning to clean the galley smoke-pipe by firing a gun within it.

**SQUEAL-OF-THE-PIG.**—Citrus meal, made from dried peel and pulp, fed to dairy and beef cattle, poultry, sheep, rabbits, and goats.

**STICK.**—A series of bombs so spaced in dropping that explosions come in an evenly spaced line straight across a target area.

**SUPPLEJACK.**—Although this word is given in the dictionary, its meaning there is restricted to certain varieties of plant life. The word also means a kind of toy which is manipulated in such manner as to produce amusing antics of an image called a "jack."

**SYMPATHALLIES.**—British word for the Anglo-American tie-up.

**TOG.**—Ordinarily when a machine gun or light field piece is set up to fire at a hidden objective, it takes from five to ten minutes for the gunners to calculate the range. Under what is technically known as the *TOG* method, data on the location of the target (T) is relayed by an observer (O) to the gun (G). The calculation is made in from 30 to 45 seconds.

—The Kablegram

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MARCH

## ITEMS OF INTEREST

■ **Norris Patterson**, formerly Jr. high school teacher at Trenton, is a chief petty officer in the Navy and is stationed at Great Lakes.

■ **Maurice Alexander**, science teacher in the Bunker high school, has answered the call to service and is now stationed in Arkansas.

■ **Glenn Featherston**, formerly assistant state superintendent of schools, has accepted a position with the Governmental Research Institute, St. Louis, Missouri. Dr. Featherston will work with research that relates to school problems.

■ **Chester Coen**, formerly a science teacher at Trenton, is now a C. P. T. instructor at Kirksville.

■ **Evelyn Hunt**, teacher in the Mercer schools, replaced Mr. Coen on the Trenton high school faculty.

■ **Fred N. Moseley**, English and physical education teacher in the Salem high school, left February 17 to join the armed forces. He had been in the Salem school system for fourteen years.

■ **Ray W. Dice**, State Department of Education, supervisor of Northwest Missouri District, is now teaching in the Kansas City public schools.

■ **L. E. Zeigler**, superintendent of the Columbia public schools, was recently named by the board of education to that position for another year.

■ **Calvin Mason** was recently appointed superintendent of the Washington county schools. He succeeds Fred Cole who resigned recently to accept a position in the State Department of Education.

■ **John Scott**, formerly a science teacher at Trenton, is now a flying instructor stationed at Oklahoma City.

■ **Jack Cavanaugh**, general science teacher in the Trenton Jr. high school, died January 1. Mr. Cavanaugh died of pneumonia in the Moberly hospital. Mrs. Cavanaugh, the former Betty Bassett, who was a teacher in the Trenton elementary schools, has relinquished her job and returned to Moberly.

■ **Geneva Wells** of Bolivar, Missouri, has accepted a position as biology and home economics teacher in the Blue Eye high school.

■ **Oliver H. Press**, principal of Affton Jr. high and industrial arts teacher, has entered the army. He enlisted in the Army Ordnance Corps.

■ **John Murphy**, industrial arts teacher of the Caledonia high school, has been employed to succeed Mr. Press.

■ **Virgil R. Muse**, formerly principal of the Trenton Sr. high school, is now an instructor in radio at Fort Lauderdale, Florida.

■ **Paul A. Breuer**, mathematics teacher in the Eldon high school, has been elected superintendent of the Belle public schools, effective at the close of the present school year.

He will succeed L. F. Giboney, who is to join the armed forces soon after the close of school.

Mr. Breuer was superintendent of the Belle schools in 1921 and continued in that capacity for several years.

■ **L. F. Ferguson** recently resigned as teacher at the Central school in Madison county to accept a position as principal of the elementary school of the Risco Consolidated District.

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**J. O. Talley** has been named a case worker of the Division of Vocational Rehabilitation in the State Department of Education.

**Bernadine Ezell** of Warrensburg has been employed as an instructor in art at the Whittier grade school in Sedalia.

**Irl Haynes** has been named superintendent of the Walker public schools. He succeeds John C. Kennedy who resigned to enter the public school system of Detroit, Michigan.

**Corinne Bloesser** of Stotesbury has been employed as a teacher in the Howard school of Vernon county. She succeeds Rayna Robison who resigned to accept a position in Kansas City.

★ **Eugene McDaniel**, commercial teacher in the Aurora high school, is now a Second Lieutenant in the Army Air Corps stationed at Grand Rapids, Michigan.

**Joe Duck**, assistant supervisor of vocational agriculture in the State Department of Education, has resigned to accept a position as vocational agriculture teacher in the Huntsville high school.

■ **Harold Billington**, a teacher in one of the rural schools of Adair County, was inducted into the army on January 25.

■ **Roy D. Brown**, superintendent of Grant City public schools for twenty-one years, is now a Major in the army. He is stationed at Omaha, Nebraska.

★ **Donald Johnson**, social studies and physical education teacher at Grant City, has entered the Army Air Corps.

**Elora Meredith** has been employed to succeed Mr. Johnson.

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**Clement Reed**, science teacher and coach, was released by the Nevada board of education to accept a position in the schools of Topeka, Kansas, on January 15.

**Dorothy Myers**, vocal music and English teacher in the Nevada high school, resigned January 22, to marry Lt. C. C. Moore, Camp Leonard Wood.

**Mrs. Tobey Edwards**, associate editor of the Osceola Republican, has been appointed superintendent of the St. Clair county schools. She succeeds Arthur Summers who accepted a position as supervisor in the State Department of Education.

**John Williams**, Purdy school grade principal, has resigned to accept a position with the Federal Farm Security Administration. **Max Mathis** has been named to succeed Mr. Williams.

**Lois Holmes**, teacher of English in the Purdy high school, has joined the WAACS.

**Emmett S. Finley**, superintendent of California public schools, was reelected by the board of education February 2. The board gave Mr. Finley a substantial increase in salary.

Twenty-three boys in the California high school are enrolled in the aeronautics course under superintendent Finley's supervision.

**Ray Wood**, superintendent of Bolivar public schools, was recently reelected to that position.

The Bolivar board of education has voted to charge \$70.00 per student for tuition during the coming school year. Since the state pays \$50.00 the sending district will have to pay the remaining difference of \$20.00 per pupil.

### **CONSOLIDATION**

A consolidation has been effected in the DeSoto schools this year by which three elementary schools have been closed. All pupils formerly attending these ward schools now attend a central elementary school.

### **JUNIOR COLLEGES**

Missouri has twenty-five junior colleges with an enrollment of 8,502 students according to the Junior College Directory of 1943.

### **PLAN NURSERY SCHOOL**

E. A. Elliott, superintendent of the Joplin public school system, has made application to the Federal Government for a \$20,000 grant to establish three government-sponsored schools for small children of employed women.

### **Missouri State Model Airplane Contest**

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### BOOKS FOR TEACHERS COLLEGE

A gift of one hundred books on agriculture was recently presented Springfield State Teachers College agricultural school by the American Jersey Cattle Club.

### ART MEETING

There will be an art education meeting on March 20, 1943, in Columbia, Missouri. The meeting, which will be held at the University in Jesse Hall, will begin at 10:00 a.m.

All teachers and administrators interested in art and its relationship to present-day education needs are invited.

### TRENTON vs. CHILLICOTHE

Trenton has accepted a challenge issued by the Chillicothe schools in a war stamp and bond buying contest. The contest has been entered by all grades of both cities and will cover the period from February 8 to March 31.

### HOLD SCHOOL OF INSTRUCTION FOR VICTORY CORPS LEADERS

A state-wide school for Victory Corps instructors, sponsored by the American Legion and the State Department of Education was held in Columbia March 12-14. The school was held for the purpose of training qualified instructors in modern military drill.

The program was under the direction of Col. A. McIntyre, Maj. A. O. Pittenger, Professors W. W. Carpenter, Ralph K. Watkins, A. G. Capps and D. A. Hindman, all of whom are members of the faculty of the University of Missouri.

### DAWN OFFERS ADULT EDUCATION CLASS

An adult education class in speech and public speaking was recently organized at Dawn Consolidated School. Class meetings are held regularly on Monday and Wednesday nights in the high school building.

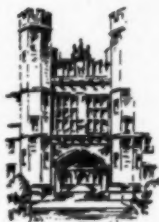
The purpose of the class is to give adults the advantage of proper training in speaking and public discussion.

### KNIGHTS OF THE HICKORY STICK MEET IN ST. JOSEPH

The Knights of the Hickory Stick were called together for a meeting on February 20, in St. Joseph by their president, C. K. Thompson, superintendent of schools at Excelsior Springs.

Tracy E. Dale, superintendent of schools in St. Joseph and chairman of the Legislative Committee of the Missouri State Teachers Association, addressed the group on problems facing education in Missouri and then led a round table discussion pertaining to these problems.

MARCH, 1943



## WASHINGTON UNIVERSITY Summer School 1943

Three-week Session

MAY 31-JUNE 18

Fifteen-week Term

JUNE 14-SEPTEMBER 23

1st Six-week Session

JUNE 21-JULY 30

2nd Session

AUGUST 2-SEPTEMBER 3

Post-Session (3 weeks)

SEPTEMBER 6-24

Undergraduate, graduate and professional work under a carefully selected faculty, embracing:

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Business

Education

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Special features: Acceleration according to individual needs; teachers' workshop; courses including physical education and military science and tactics in preparation for military service; conferences on Reading, Guidance, Inter-American Relations, and Post-War Planning.

Recreation: Municipal Opera; Little Symphony Open-Air Concerts; Big League Baseball; Forest Park, a public playground of 1400 acres adjoining the University; Mississippi River excursions, and sports on the campus.

REGISTRATION FRIDAY AND SATURDAY PRECEDING EACH SESSION.

For complete bulletin available in April, address Director of Summer School

WASHINGTON UNIVERSITY, ST. LOUIS

### STAMP SALES AVERAGE

\$1,300.00 PER MONTH

Shelbina public schools are participating in the war effort by buying war bonds and stamps. The average monthly sales for the year thus far have been over \$1,300, according to Superintendent Dean Johnson.

Shelbina has a high school Victory Corps composed of ninety-three members which is assisting in community and war service.

War emergency courses in mathematics, physics and fundamentals of electricity are being offered to forty-five junior and senior boys and girls. The contents of social sciences and other subjects are being revised to include more material on the war and peace effort.

### HIGH PEAK IN SCHOOL AT WAR

Students Sell \$7,381.75 of Bonds in One Week

The "Jeep In A Week Campaign" outstripped all expectations when the townspeople of Smithville and vicinity responded with enough bonds to buy eight jeeps—\$7,381.75, as disclosed Saturday, February 13, at the Smithville High School Auditorium.

A program given at the final rally consisted of songs and skits by the elementary school, followed by a dramatization showing Elizabeth Meier as the central figure symbolizing the Statue of Liberty, then the presentation of those who had qualified as Victory Corps members.

## NEW ALL-SERVICE WOOD FOLDING CHAIR

Long before this country entered the war, American Seating Company, Grand Rapids, Michigan manufacturer of public seating was furnishing substantial quantities of seating equipment to all branches of the nation's armed forces. Product in greatest demand was the company's all-steel folding chair.

As a result of the service which these chairs delivered, the American Seating Company was recognized by governmental purchasing authorities as a major source of supply.

When it became apparent that the use of steel would be limited to direct war needs, the Research and Development Departments of the American Seating Company began work on a wood folding chair that would meet government requirements for strength, comfort, rigidity and serviceability and thus fill an essential wartime need. In the progress of this development government and company engineers collaborated effectively. The American All-Service Wood Folding Chair was adopted as a standard folding chair design by government purchasing authorities.

The company reports that increased facili-

ties for the manufacture of these chairs, now makes it possible to fill government requirements and at the same time to offer the chairs for civilian use. According to the American Seating Company, "The No. 674 All-Service Wood Folder will meet every indoor use requirement. It is not just another folding chair. It is more sturdily built and will give longer service. It is more comfortable. It is better looking. It is most reasonably priced in relation to its quality and many superior features."

The manufacturer offers this chair as an excellent solution to an acute shortage of general purpose types of seating of every kind. In combination with the all-wood American Universal Table, also illustrated, a wide range of utility is provided for school use in classrooms, libraries, study halls and cafeterias.

American Universal Tables are available in a range of sizes to accommodate from four to eight pupils. Construction is characterized by the absence of corner legs, stretchers and other structural members which interfere with the knees and legs of the occupant.



Here is the American Seating Company's New Wood Folding Chair; also the American Universal Table.

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Opportunity knocks now as never before  
FREE ENROLLMENT Wm. Ruffer, Ph.D., Mgr.

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25 E. Jackson, Chicago

«

The experienced teachers placed by us  
in 1942 received on the average an in-  
crease of more than \$315.00.

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YOU?

## WRITE NOW

Vacancies are being reported now for September. Many superintendents are going to fill their positions soon. Do you want a better position? Are you ready for advancement? Write us at once for enrollment blank. This is the year to advance professionally and financially.

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St. Louis, Missouri

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Clinton, Iowa

C. E. Cozzens, Mgr.

TWENTY-FOURTH YEAR of continuous service by present owner and manager.

For a better position and higher salary enroll now. Free enrollment.

Member National Association of Teachers' Agencies.

## FREE—THE STORY OF FOOD PRESERVATION

Home economics, general science and social studies teachers can get a 104-page story of Food Preservation free by writing to the H. J. Heinz Company, Dept. ST-39, Pittsburgh, Pennsylvania.

This book with its 92 large illustrations traces, in an exciting but simple way, the story of man's search for food and the best ways to preserve it.

Here is an opportunity for teachers to get an abundance of helpful source material free.

## PLAY "WAR STAMP THE AXIS" USED BY ARMY

The patriotic play "War Stamp the Axis," which was written and produced by members of the ninth grade speech class of the Jennings Junior high school under the direction of Miss Eloise Suenkel, and published in the January issue of School and Community, is in use by the Army Air Corps at Ellington Field, Texas.

Lt. Charles W. McLane, formerly assistant professor of education in the University of Missouri, writes that the Special Service Officer of his school has made copies of the play and is making extensive use of it.

## LEGISLATIVE DEVELOPMENTS

(Continued from Page 103)

*House Bill No. 311*, introduced by Representative Hamilton and others of St. Louis City, provides for a teachers and other school employees retirement system in St. Louis City.

*Senate Bill No. 12*, introduced by Senator Leonard of Jasper County, is identical with House Bill No. 116.

*Senate Bill No. 13*, introduced by Senator Matthes of Jefferson County, provides safeguards for the investment of county school funds and the capital of township funds.

*Joint and Concurrent Resolution No. 5*, introduced by Representative Bartram of Nodaway County and Osburn of Shelby County, proposes to liquidate the county school fund and to distribute moneys which heretofore have gone into this fund, in the following manner: one-third to the general revenue of the county, one-third to the schools, one-sixth to old age assistance, and one-sixth for aid to dependent children.

## SECOND ALLOTMENT OF PLANES COMPLETED

The Aurora elementary school boys have completed a second allotment of model airplanes for the Navy, according to superintendent Roy F. Little.

## DEXTER OFFERS PRE- INDUCTION COURSES

The Dexter high school has started three pre-induction courses for the second semester. They are fundamentals of machines, elementary aeronautics and refresher mathematics.

In addition to this, Superintendent T. S. Hill writes that the Dexter school is sponsoring seven OSA defense training classes.

## CONTEST OFFERS \$5.00 IN STAMPS

The Missouri Woman's Christian Temperance Union is offering an award of \$5.00 in War Stamps for the best oration in the state on the subject, "Why I Love America." The word limit is 500. The orations are to be written by pupils in the 8th grade and the best oration is to be entered in a county contest before the close of school. The best county orations will be forwarded to the State Corresponding Secretary, Mrs. B. Blanche Butts, 3522 Mitchell Avenue, St. Joseph, Missouri, who will submit them to competent judges. For information regarding local and county awards, consult the local and county WCTU officers or write to Mrs. Butts.

## THREE WARTIME PROBLEMS FOR TEACHERS

The above heading is the title of an attractive sixteen page pamphlet pertaining to three very important problems facing Missouri teachers: With what wartime activities can my pupils and I help?; Shall I continue to teach during the war? and How can I build pupil morale?

The bulletin was printed and distributed as a service of the local branch of the Committee on Defense of Democracy Through Education of the Missouri State Teachers Association. C. W. Parker, superintendent Ava public schools, is chairman of this committee in congressional district number seven.

The Southwest Missouri Teachers Association financed, through its Executive Committee, the publication of enough copies of the bulletin to supply each of the 4,300 members in the association district.

## ATTENTION EDUCATORS

May we send you our free set of Bulletins? They may help you with your counseling program. Young men need your assistance in selecting a vocation. Know the facts about Ranken courses and opportunities. The school has helped thousands of young men get the right start in a technical career. With your cooperation others may be privileged to receive assistance through our endowments. RANKEN IS NOT OPERATED FOR PROFIT. Write today for set of Bulletins No. 10.

**THE DAVID RANKEN, JR., SCHOOL OF  
MECHANICAL TRADES**

4431 Finney Avenue

St. Louis, Missouri

## APPOINTED SUPERVISOR



F. E. WOLVERTON

F. E. Wolverton, superintendent of the Delta schools for the past five years, was recently named supervisor of public schools for the Southeast Missouri State Teachers College District. Mr. Wolverton holds a B.S. degree in education from the Cape Girardeau Teachers College and a Master's degree from the University of Missouri.

He has had a number of years of experience in educational work. For five years he was principal and grade teacher at Arbor, Missouri. Before going to Delta he was superintendent of schools at Randles for a period of five years.

His other endeavors have taken him over in the field of newspaper and magazine writing. He has been a member of the Missouri Writer's Guild since 1926. Mr. Wolverton is also skilled in the field of photography.

He served two terms as president of Alpha Eta Chapter of Kappa Delta Pi. The Community Teachers Association of Cape Girardeau county has elected him on two occasions as president.

## STAMP SALES IN ST. LOUIS PUBLIC SCHOOLS

The St. Louis public schools have bought over \$365,000 worth of Stamps and Bonds this school year. This is an average of \$3.83 per student.

## ENGLISH CONFERENCES TO BE APRIL 17

The spring conferences of the Missouri Association of Teachers of English will be held Saturday, April 17, in eight districts. Conferences are scheduled for the following districts:

- First District—Kirksville
- Second District—Warrensburg
- Third District—Cape Girardeau
- Fourth District—Springfield
- Fifth District—Maryville
- Sixth District—Rolla
- Seventh District—St. Louis
- Eighth District—Kansas City

For further information write to Miss Adah Peckenpaugh, secretary of the Association, Clinton, Missouri.

## SCHOOL AND COMMUNITY

### CONTINUING HOT LUNCH PROGRAM

The Blue Eye board of education, according to superintendent of schools, J. R. Stults, is providing money for the continuation of the hot lunch program. The school prepares lunches for over two hundred and fifty pupils per day.

### CLASS REPAIRS FLOORS

The boys of the eighth grade class in the Franklin Elementary School at Aurora have just completed laying new hardwood floors in the auditorium and in one classroom of their school. This was done in connection with their shopwork and was completed under the direction of their principal, Ewell S. Thurman.

### THREE MORE 100% COUNTIES

Three more counties have recently brought their membership enrollments in the M.S.T.A. up to the 100% mark. The counties are: Boone, Noah Heller, county superintendent of schools (Ida Stubblefield is acting county superintendent); Cass, Mrs. May Bowlin, county superintendent of schools; and Franklin, O. E. Burke, county superintendent of schools.

### COMMUNITY ASSOCIATION SPONSORS CONFERENCE

The Northwest Missouri State Teachers College Community Association sponsored a conference on Education in Wartime, February 13, at the Maryville College.

Leslie G. Somerville, President of the Community Association, arranged a program that consisted of panel discussions and addresses pertinent to school problems in wartime.

The morning session consisted of a discussion of the problem "How Can the Schools Meet the Needs of Children and Youth in Wartime?" Dr. Julian C. Aldrich of the Department of Social Science led the discussion.

The afternoon session began with an address "How Can the Missouri State Teachers Association Help the Local School Districts Meet the Needs of Children and Youth in Wartime?" given by Everett Keith, Executive Secretary of the M.S.T.A. Four round table discussions and a summarization report completed the program for the afternoon. These discussion groups treated the work of the Community Associations, the school board members, the school administrator and the classroom teacher in helping to meet the needs of children and youth in wartime.

### WARTIME HANDBOOK FOR EDUCATION

The National Education Association has published jointly with a number of other agencies a "Wartime Handbook for Education" consisting of sixty-three pages.

This is an excellent handbook that has been planned to present a very large number of practical suggestions for wartime policy and procedure in the schools. The material selected for the publication was based on the question, "What are teachers asking, or what ought they to be asking, about their role in the war effort?"

Here is a concise up-to-the-minute publica-

### WANT EXTRA CASH?

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tion that should be in every schoolroom in the United States. Copies may be secured by writing the National Education Association of the United States, 1201 Sixteenth Street, Northwest, Washington, D. C. Price per copy, 15 cents.

### SAVE PAPER—REDUCE EXPENSES

Superintendent B. P. Lewis of Rolla recently wrote a letter to the Hon. William Elmer, Congressman from Missouri, asking Congressman Elmer to discontinue the sending of the daily Congressional Records of the proceedings of both the House and Senate to Rolla public schools. Superintendent Lewis was prompted to do this in an effort to help economize at a time when economy is certainly needed.

At one time these records were used considerably by classes in American history and other subjects for study of up-to-date current events. With the extensive use of radio, newspapers, the Victory Education publication of the U. S. Office of Education and other sources of information, Supt. Lewis finds that the student body no longer uses the record to an extent to justify its being sent to the school.

This step, if adopted by other schools, could mean a saving in paper, in printing costs and reduce the burden of the U. S. mails.

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# EDITORIAL PAGE

## BONUSES

IT IS AGAIN THE TIME of year for the employment and reemployment of teachers. It is time to examine some of the practices connected with the hiring of teachers. We refer to the purported practice of paying teachers' bonuses. We are not sure as to how widespread this practice may be. In fact, we can not cite even one specific instance where such a practice is followed. It is only fair, however, to point out to the teaching profession that this purported practice is being used by some members of our legislature as an argument for the reduction of the school fund. Some members in the House and Senate have said schools enjoy such huge balances in their operating funds at the close of the year that they are able to pay the teachers a bonus. They severely criticize this practice and infer that the money is unearned.

There is nothing vicious or sub-rosa in the practice of paying bonuses to teachers. The harm comes only because of the peculiar interpretation given the practice by those who are out to find fault with our schools in one way or another. Private business long has followed the principle of paying bonuses to its employees for the faithful and efficient performance of their work. It is a reward given to those who work diligently for the people by whom they are employed. In nearly all cases it is an amount of money paid to the employee because he has ac-

tually earned more than may be stipulated in his working contract. Such is the situation in the case of teacher bonuses.

It will probably be found if these bonus cases are investigated that in most instances, a conservative board of education has purposely entered into a contract with the teacher, which calls for a lower salary per month or per year than it actually hopes to pay for her services. Boards of education are hedging against a decrease in revenue that is beyond their control. They know that they should not enter into an agreement with the teacher that calls for more money than they anticipate to receive. Since it is difficult to know just how much that will be, it is said boards lower the teacher's wages and by oral agreement let the teacher know that if the revenues justify it, they will pay her an additional sum in the form of a bonus at the close of the school year. Inherently there is nothing bad in this practice. On the surface, to those who are not acquainted with the facts in these cases, the practice may appear to be a bad one.

In order to keep this stigma away from our profession let us hope that boards of education may be encouraged to study and anticipate revenues carefully and write a contract with every teacher which will give her the highest salary possible. Teachers must feel a deep obligation in this matter.

# UNIVERSITY OF MISSOURI

## 1943 SUMMER SESSION

JUNE 14 — SEPTEMBER 3

### CALENDAR

June	14—Monday, registration for twelve-week term and for first six-week term
June	15—Tuesday, class work begins
July	23—Friday, first six-week term closes
July	24—Saturday, registration for second six-week term
July	26—Monday, class work begins for second six-week term
September	3—Friday, summer session closes

The demands of the war and of the anticipated post-war period emphasize as never before in American life the necessity for education and specialized training. The University of Missouri extends its complete resources and facilities for the 1943 Summer Session. The accelerated program of the University offers exceptional opportunities which are worthy of careful consideration.

All divisions of the University will be in session, and programs of graduate and undergraduate study will be available for students. In addition to the regular curricula, training opportunities will be organized in specialized fields. Students may elect courses in the summer session which will be essential in training for specialized fields of service now urgently needed in relation to the war effort. Among these fields of specialized service may be found: civil service classifications, administrative and technical; accounting; laboratory technicians; engineering aides; office and secretarial positions; nursing; etc.

### TRAINING FOR TEACHERS

The School of Education teacher training program has been planned to carry forward the regular teacher training curricula and, in addition, to render teacher training service and assistance as may be necessary to meet the particular needs presented as a result of war conditions. The special features of this emergency program are:

1. Regular students may enroll in the School of Education with thirty hours of credit instead of the usual sixty. This will make possible a program of genuine acceleration.
2. Students may enroll in the School of Education as freshmen and complete the requirements of a two-year program which will lead to the sixty-hour teaching certificate issued by the State Department of Education. This program is planned particularly for rural and elementary school teachers.
3. Teachers who desire to prepare for high school teaching service in certain critical areas, such as industrial education, music education, commercial education, and physical education, may enroll in the School of Education as freshmen and begin such preparation immediately.
4. Retraining or supplementary programs on both the graduate and undergraduate level will be available for both teachers and administrators.

Inquiries about the summer session in any division or department of the University are invited. For information about the 1943 Summer Session address

**DEAN THEO. W. H. IRION**  
Director of the Summer Session  
212 Education, Desk 1

**UNIVERSITY OF MISSOURI**  
Columbia, Missouri

# M. S. T. A. GROUP INSURANCE

The following claims paid by the Missouri State Teachers Association through its Group Insurance Plan are evidence of the service being rendered.

Case No.	Residence	Age	Amount of Claim	Case No.	Residence	Age	Amount of Claim
1.	St. Louis, Mo.	69	\$1,000.00	31.	Labadie, Mo.	36	\$1,000.00
2.	St. Louis, Mo.	54	5,000.00	32.	St. Joseph, Mo.	46	1,000.00
3.	University City, Mo.	51	5,000.00	33.	Eureka, Mo.	52	5,000.00
4.	Rolla, Mo.	59	1,000.00	34.	St. Louis, Mo.	72	1,000.00
5.	Rolla, Mo.	47	5,000.00	35.	St. Louis, Mo.	52	5,000.00
6.	Sedalia, Mo.	70	1,000.00	36.	St. Louis, Mo.	58	5,000.00
7.	St. Louis, Mo.	62	5,000.00	37.	St. Louis, Mo.	64	1,000.00
8.	Chicago, Ill.	78	1,000.00	38.	St. Louis, Mo.	55	2,000.00
9.	Columbia, Mo.	60	5,000.00	39.	St. Louis, Mo.	43	5,000.00
10.	Iowa City, Iowa	67	2,000.00	40.	Warrensburg, Mo.	72	3,000.00
11.	Cabool, Mo.	63	1,000.00	41.	Marshall, Mo.	50	5,000.00
12.	Versailles, Mo.	63	3,000.00	42.	St. Louis, Mo.	52	1,000.00
13.	Bucyrus, Mo.	48	2,000.00	43.	St. Louis, Mo.	61	2,000.00
14.	Kansas City, Mo.	55	5,000.00	44.	Springfield, Mo.	70	1,000.00
15.	Oakwood, Mo.	62	5,000.00	45.	Houston, Mo.	39	5,000.00
16.	Salisbury, Mo.	69	1,000.00	46.	Columbia, Mo.	60	3,000.00
17.	St. Louis, Mo.	66	5,000.00	47.	Princeton, Mo.	71	1,000.00
18.	St. Louis, Mo.	69	5,000.00	48.	St. Louis, Mo.	38	1,000.00
19.	St. Louis, Mo.	75	1,000.00	49.	Lutesville, Mo.	56	1,000.00
20.	St. Louis, Mo.	52	2,000.00	50.	St. Louis, Mo.	56	5,000.00
21.	Cardwell, Mo.	33	1,000.00	51.	St. Louis, Mo.	62	3,000.00
22.	St. Louis, Mo.	50	5,000.00	52.	Kirksville, Mo.	60	5,000.00
23.	St. Louis, Mo.	36	5,000.00	53.	Rolla, Mo.	72	4,000.00
24.	St. Louis, Mo.	67	2,000.00	54.	Kirkwood, Mo.	49	1,000.00
25.	Shelbina, Mo.	66	1,000.00	55.	Warrensburg, Mo.	65	5,000.00
26.	St. Louis, Mo.	46	2,000.00	56.	St. Louis, Mo.	49	5,000.00
27.	St. Louis, Mo.	80	1,000.00	57.	Kansas City, Mo.	35	3,000.00
28.	St. Louis, Mo.	84	1,000.00	58.	Kansas City, Kans.	34	1,000.00
29.	Villa Ridge, Mo.	37	2,000.00	59.	St. Louis, Mo.	58	2,000.00
30.	St. Louis, Mo.	57	5,000.00	60.	Frankford, Mo.	55	1,000.00

**Members of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M.S.T.A. group insurance.**

Please write EVERETT KEITH, Secretary, Missouri State Teachers Association, Columbia, Missouri, for a free application blank and full information.

MARGARET KURTZ  
CAPE GIRARDEAU  
MO. S.T.A.